DOCUMENT RESUME

ED 089 187 — CG 008 791

| | |
|---|---|
| TITLE | Guidance in the Middle Schools. |
| INSTITUTION | New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development. |
| PUB DATE | 73 |
| NOTE | 246p. |
| AVAILABLE FROM | Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (List Number 00-3200-30, HC $5.00) |
| EDRS PRICE | MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE |
| DESCRIPTORS | *Counselors; *Developmental Guidance; Group Counseling; *Guidance Counseling; *Middle Schools; Occupational Guidance; Program Guides; Pupil Personnel Services; *Staff Role; Urban Education |

ABSTRACT

This publication is designed to assist the guidance counselor, the administrator, the supervisors, and other members of the school staff to integrate a developmental guidance program into the total educational process of the preadolescent in an urban society. Special attention is devoted to appropriate topics and techniques for use in individual counseling, developmental group counseling, group counseling for special needs, and large-group guidance. Emphasis is placed upon methods for developing maximum communication among the counselor, the teachers, other specialists on the staff, the administration, parents, and the community. The guide includes an extensive bibliography of printed and audio-visual materials for both counselors and students. (Author)

ED 089187

# GUIDANCE

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## in the Middle Schools

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ED 089187

CURRICULUM BULLETIN • 1972-73 SERIES • NO. 3

# GUIDANCE in the Middle Schools

BUREAU OF CURRICULUM DEVELOPMENT
BOARD OF EDUCATION · CITY OF NEW YORK

CG 008 791

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# FOREWORD

Guidance is an integral part of the educational process. An effective guidance program results from the cooperative efforts of the entire staff and involves all who work with pupils, parents, and the community. It serves students from all cultural and ethnic groups; it concerns itself with students of all ability levels and socio-economic backgrounds.

It is the aim of the guidance program to help each pupil understand himself in relation to his environment and to develop personal decision-making competency. This is a joint enterprise which requires the involvement of the entire school staff.

This publication, Guidance in the Middle Schools, is designed to assist the guidance counselor, the administrator, the supervisor, and other members of the school staff to integrate a developmental guidance program into the total educational process of the preadolescent in an urban society. Special attention is, therefore, devoted to appropriate topics and techniques for use in individual counseling, developmental group counseling, group counseling for special needs, and large group guidance. Emphasis is placed upon methods for developing maximum communication among the counselor, the teachers, other specialists on the staff, the administration, parents, and the community.

SEELIG LESTER
Deputy Superintendent of Schools

ACKNOWLEDGMENTS

This bulletin, Guidance in the Middle Schools, was prepared by the Bureau of Curriculum Development, David A. Abramson, Acting Director, in cooperation with the Bureau of Educational and Vocational Guidance, Daisy K. Shaw, Director. Seelig Lester, Deputy Superintendent for Instructional Services, provided overall supervision.

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# INTRODUCTION

## GUIDELINES FOR THE GUIDANCE PROGRAM IN THE MIDDLE SCHOOLS

The middle school years are crucial in the adjustment of the pupil as he passes from the comparatively sheltered life of the elementary school to the freedom of the high school. In a world where youth is directly involved with critical social problems -- the impact of technology, the civil rights movement, war and peace, student unrest, women's liberation, the sexual revolution, the generation gap, drug abuse -- it becomes more and more urgent for the schools to give serious consideration to ways of helping students cope with these issues. Although pupils in the middle schools may not be directly involved with all of these problems to the same extent as older students, they are nevertheless exposed to their reverberations in the society around them. Counselors and other educators in the middle schools have the grave responsibility for guiding their preadolescent students through the pitfalls of these difficult years.

The guidance and counseling process, which is interwoven in the total program of the middle schools, provides for the unique personal, social, and educational needs of the pupil in transition from childhood to adolescence. The middle school provides a transition between the generalized program of the elementary school and the more specialized experience of the senior high school. It continues to foster the personal and social development begun in the earlier school years, but it directs its special attention to the new physical and emotional needs of the pupil in his growing quest for independence, for identity, and for new interpersonal relationships. The middle school helps the pupil cope with the physical, mental, and emotional changes associated with the preadolescent and the early adolescent period.

Most children change fairly rapidly during these years, and the diversity of their growth requires a program which can deal effectively with individual needs. The counselor in the middle school is concerned with general problems that are related to the maturation of the preadolescent and the early adolescent, and with specific individual needs that require varying approaches.

Some of the developmental tasks confronting the middle-school child include:

becoming oriented to the new school
forming new relationships with peers and adults
evolving a good self-concept and a sense of role-identity
coping with physical changes
growing in responsibility and independence
clarifying values and goals
learning appropriate study techniques in order to achieve at capacity
acquiring techniques for self-appraisal, information-gathering, and decision-making
making a tentative career choice and an educational plan

In assisting the pupil to confront and cope with these maturational tasks, the guidance program uses a variety of individual and group methods. Observations of the pupil are made, information about his development is gathered, and school records are studied for growth patterns. Class placement commensurate with his potential is recommended. Channels of communication are set up between

parents, teachers, pupil personnel workers, and administrators to discuss the pupil's progress and to interpret his needs. The pupil's adjustment problems are explored through group guidance, developmental group counseling, and individual counseling. The guidance counselor observes each pupil as a unique personality, with a view to discovering his potential and guiding its fulfillment.

The pupil is helped to develop his abilities and to accept and overcome any handicap he may have. Parent conferences and case conferences with teachers and other school personnel are held. Plans are made to cultivate any special interests, talents, or abilities which have been observed. Suggestions may be offered to parents and teachers on ways to modify the home and school environment favorably. Various methods may be employed to facilitate necessary adjustments. Individual counseling, projective techniques, and other steps may be taken to provide information, insight, and release of tensions. A special program or class change may be recommended. Tutorial or co-curricular enrichment opportunities may be offered. School and community recreational or clinical resources may be tapped.

Guidance in the middle schools is therefore a pervasive process involving the school, the home, and the community in a cooperative effort to achieve the goal of maximum development of each pupil.

It is the aim of the guidance program to help each pupil understand himself in relation to his environment and to develop personal decision-making competency. Toward this goal, the program must be flexible enough to provide for the ever-changing needs of all segments of the school community.

This manual is designed to assist guidance counselors in the middle schools in integrating a developmental guidance program into the total educational program of the preadolescent in an urban environment. Therefore, special attention is devoted to appropriate ways of reaching each individual pupil and of developing maximum communication between counselors, teachers, administrators, supervisors, other specialists on the school staff, parents, and the community.

This manual is based on the following underlying principles of guidance:

Guidance respects individual differences, worth, and dignity.
Guidance is fundamentally a developmental process.
Guidance helps the individual to improve, grow, and mature.
Guidance is part of a team effort.
Guidance services are professional.
Guidance is a dynamic process, responsive to current needs.
Guidance has goals derived from the needs and values of a democratic society.
Ongoing evaluation is essential for an effective guidance program.

## SCOPE AND SEQUENCE

Guidance in the middle schools is a cooperative program through which students are helped to reach normal physical, intellectual, emotional, and social development. Just as there is no one way of carrying on guidance activities for all schools, there is no one sequence of topics that will be applicable to all pupils.

The following list of guidance services should apply to all schools even though there may be differences in emphasis. Included are most of the major functions of guidance programs.

Counseling with pupils individually and in groups for the purpose of helping each one to recognize his abilities and needs, to understand how to make more effective use of his school experiences, and to make plans for his educational and occupational future

Systematic study of the abilities and development of all pupils in the school through measures of performance, interviews, and other sources of personnel data

Collection and dissemination of information about educational, occupational, and other opportunities by means of publications, films, field trips, invited speakers and group guidance programs

Suggestions and feedback to those responsible for the total school operation, so that they may better understand the needs of the pupils and the ways in which they experience the school program

Interpretation to teachers and parents of each pupil's potentialities, needs, and problems, and consultation with these and other significant adults in the child's life, so that they may collaborate in helping to realize each child's optimum educational development

Each counselor should prepare a schedule of themes and topics that will reflect the needs and concerns of the students in the various grades. These may be gathered from checklists filled out by the pupils, from consultations with parents and school personnel, and from experience in group guidance and counseling sessions. Flexibility should be the key, and the special needs of students in a given school the determining factor in such a schedule of topics.

The schedule on the following pages suggests the scope and sequence of the guidance work to be done in every middle school. Because the guidance process is continuous, there is no clearly defined demarcation of problems to be discussed in each grade, but rather a general indication of those topics which are usually pertinent at a particular age level. It should also be noted that the topics are listed in no special order of importance or priority, and that they overlap each other to some extent. The topics are grouped within the following themes:

Schoolwide Concerns (immediate problems)
Family Concerns
Personal, Social, and Physical Concerns
Educational-Occupational Planning (future-oriented problems)
Community and National Concerns

SUGGESTED ACTIVITIES

GRADES 5 AND 6

| Schoolwide Concerns | Family Concerns | Personal, Social and Physical Concerns | Educational and Occupational Planning | Community Concerns |
|---|---|---|---|---|
| Orientation | Relationships with parents and siblings | Leisure time and avocational activities | Articulation | Responsible social behavior |
| How to study | Responsibilities at home | New friends | Understanding your program | Community problems |
| Marks, tests, report cards | Planning family activities | Self-control | The world of work | Drug and other substance abuse |
| Self-assessment | Involving the family in school activities | Getting along with others | Relation of school subjects to career | Recreational activities |
| Getting to know your teachers | Adhering to family routines | Cultural pride | Applying school subjects to daily life | School-community partnership |
| School activities | | Physical changes | Summer plans | Traveling to school |
| Student role in school operation | | Emotions | Advantages of bilingualism | |
| Promoting a happy school atmosphere | | Importance of physical fitness | Apportioning your time | |
| | | Self-defeating and self-benefiting behavior | | |
| | | Managing money | | |
| | | Prevention of drug and other substance abuse | | |

SUGGESTED ACTIVITIES

| GRADE 7 | | | | |
|---|---|---|---|---|
| Schoolwide Concerns | Family Concerns | Personal, Social, and Physical Concerns | Educational and Occupational Planning | Community Concerns |
| Orientation | Independence and growing up | Leisure-time and avocational activities | Articulation | Cultural values of groups |
| How to study | Relationships with parents and siblings | Self-control | Understanding your program | Community problems |
| Marks, tests, report cards | Aspirational concerns | Prejudice in social life | Working paper qualifications | Alcoholism |
| Self-assessment | Effect of decision-making process on the family | Cultural pride | Attitudes toward work | Drug and substance abuse |
| Getting to know your teachers | Involving the family in school activities | Physical changes | Current trends in the world of work | Recreational facilities |
| School service | Adhering to family routines | Emotions | Jobs of the future | |
| Student role in school operation | | Importance of physical fitness | High school entrance tests | |
| Leadership training | | Self-defeating and self-benefiting behavior | Relation of high school choice to career plans and the world of work | |
| The importance of the school record | | Crushes | Advantage of bilingualism | |
| | | Managing money | Summer plans | |
| | | Boy-girl social activities | Volunteer work | |
| | | Choice of friends | Applying school subjects in daily life | |
| | | Prevention of drug and other substance abuse | Apportioning your time | |

SUGGESTED ACTIVITIES

| GRADE 8 | | | | |
|---|---|---|---|---|
| Schoolwide Concerns | Family Concerns | Personal, Social and Physical Concerns | Educational and Occupational Planning | Community Concerns |
| How to study | Family relationships | High school extra-curricular activities | Eighth-year plans | Social responsibility and law enforcement |
| School citizenship | The generation gap | Leisure-time activities | Choice of high schools and courses | Equal opportunities |
| Fighting | Family aspirations | Boy-girl relationships | Marketable skills and the world of work | Leadership opportunities |
| Vandalism | Responsibilities at home | Physical concerns | Working papers | Alcoholism |
| Status as a leader | | Heredity and environment | Apportioning your time | Drug and substance abuse |
| Graduation | | Cultural pride | Part-time jobs | Recreational facilities |
| | | Responsibility for decisions and actions | Relevance of school subjects to career plans and the world of work | Community problems |
| | | Social maturity through coeducational activities | Advantages of bilingualism | |
| | | Choice of friends | Summer plans | |
| | | Prevention of drug and other substance abuse | Visits to high schools | |
| | | | Post secondary school opportunities | |
| | | | Career ladders and educational preparation | |

SUGGESTED ACTIVITIES

| GRADE 9 | | | | |
|---|---|---|---|---|
| Schoolwide Concerns | Family Concerns | Personal, Social and Physical Concerns | Educational and Occupational Planning | Community Concerns |
| How to study | Generation gap | Boy-girl relationships | Choice of high school and program | Social involvement and responsibility |
| Service to school and community | Asserting independence | Self-acceptance | Advantage of bilingualism | Leadership opportunities |
| Status as a leader | Family relationships | Maturity and responsibility | Individual skills and the world of work | Alcoholism |
| Importance of high school record | Making short - and long-range plans | Growing social conscience | Working papers | Drug and substance abuse |
| Graduation | Family aspirations | Cultural pride | Summer work | Recreational facilities |
| | | Learning to enjoy and benefit from leisure time | Apportioning your time | Community problems |
| | | Effects of prejudice | Importance of staying in school | |
| | | Choice of friends | Visits to high schools | |
| | | Prevention of drug and other substance abuse | Part-time jobs | |
| | | | Two-and four-year college programs | |
| | | | Extended education through special programs | |
| | | | Sources of financial aid for college | |
| | | | Making short-and long-range decisions | |

## ORGANIZATION OF THE GUIDANCE PROGRAM

### Rationale

The responsibility for the organization of the guidance program in the middle schools rests with the administrative staff of the school in consultation with the supervisor of guidance of the community school district. The program reflects the educational philosophy of the school, recognizes specific needs in terms of pupil population, staff assignments, and community resources, and designates priorities. Long-range and short-range objectives are formulated with respect to observable behavior, so that progress can be evaluated.

The organization of the guidance program is governed by certain basic considerations:

using the special skills and interests of counselors
reaching as many pupils as possible
providing for continuity of service
showing receptivity to innovation
furnishing supportive services to pupils by working closely with teachers, parents, and the community
coordinating pupil personnel services and establishing lines of communication among all members of the school staff
deploying personnel for optimum utilization of their services
encouraging ongoing professional development in the form of consultation and workshops and interdepartmental communication and planning
allowing for reorganization and revision of priorities in the use of counselor time
providing for ongoing evaluation of the guidance program

### Structure

In organizing the guidance department, the principal and administrative staff arrange for the deployment of available counselors and grade advisers, develop a referral system, establish procedures for the maintenance of records, and provide physical facilities for the counselors and grade advisers who will be members of the department. Where paraprofessionals are assigned to the guidance department, plans are made for maximum use of their services.

### Assignment of Counselors

The assignment of counselors to various grades in the middle school varies with the size of the grade population. For a counselor/pupil ratio that enables counselors to be responsible for the total guidance of pupils in their caseload, one counselor may be assigned to one-half grade, or to one full grade, or to one and one-half grades. It is important for the counselor to move up with his grade in order to provide continuity of service. Staying with the grade will enable pupils and counselor to gain maximum benefit from the rapport that has been established between them and from the confidence, trust, and awareness of special needs that have been developed. For the counselor this will mean a rotation of assignments, e.g., in one year his articulation activity will involve the feeder elementary schools from which

his pupils are coming, and in another year the high schools to which his pupils are going.

When a grade needs to be split and the pupils divided among two or more counselors, the division might be made in various ways:

division of caseload by odd-and even-numbered classes
division of all types of classes, including those designed to meet special needs
division by alphabetical listing of pupils in the grade

No matter what the basis for dividing the grade, it is advisable to make provision for continuing the counselor with the same pupils into the next grade. Where there are siblings in the school, counselors will often arrange for special procedures to handle parent and agency contacts to avoid duplication of efforts.

Utilization of Grade Advisers

Until there are enough full-time licensed counselors in the middle schools, it will be necessary to utilize the part-time services of grade advisers. There are many teachers eligible for guidance assignments, according to the standards set by the New York State Education Department, who can be invited to join the guidance staff on a part-time basis as grade advisers. Some of them may be preparing to meet the requirements for a guidance license. Their experience in the guidance office can become a valuable asset in the school's guidance program. Since they are assigned to the guidance office for only a limited time each day, careful consideration needs to be given to maximum utilization of their service. The principal and the guidance counselors, in consultation with the district supervisor of guidance, have an obligation to identify those teachers who can make a positive contribution in the guidance field, and encourage them to acquire the professional training which will qualify them to become grade advisers and, eventually, full-time counselors.

Like counselors, grade advisers should move up with their grades. Although they are responsible directly to the assistant principal in charge of guidance, grade advisers work closely with the guidance counselor and turn to him for professional leadership. It is desirable to keep the number of grade advisers to a minimum, with the counselor-pupil ratio as a guideline. Generally speaking, it is suggested that there be no more than three grade advisers for any one grade.

Meetings of the Guidance Department

It is recommended that the assistant principal in charge of guidance hold weekly meetings of the guidance department and other members of the pupil personnel team who are school-based. In schools where there are grade advisers, this would entail arranging their programs so that they are all free at the time such meetings are scheduled.

Some of the activities of the guidance department that could be conducted at such meetings include:

providing educational and occupational information

explaining use of resource materials such as occupational files, films, videotapes
demonstrating techniques in group dynamics
demonstrating techniques in interviewing pupils or parents
discussing procedures for the maintenance of records
establishing methods for handling the many forms completed by the guidance staff
evaluating use of counselor time and progress of programs
discussing lines of communication with teachers
making arrangements for case conferences involving teachers, other pupil personnel workers, and agencies involved
discussing individual cases with a focus on the need for environmental changes within the school
discussing feedback from community agencies
planning special schoolwide activities involving the guidance department, such as the use of resource people in group classes or in special career programs
arranging visits to institutions of higher learning and to business and professional establishments
involving grade advisers in the many aspects of the guidance program

Team Guidance

When the caseload is too large to enable the guidance counselor to meet every pupil individually, the guidance counselor, as a specialist in group dynamics, has on occasion arranged to take one-half of a class for developmental counseling for a period of six to eight weeks. This is done with the consent of the principal and assistant principal in charge of guidance, and by prearrangement with the subject teacher or with the grade adviser, if there is a group guidance program. A topic previously discussed in the class can become the focus of developmental group counseling to give pupils the opportunity of reacting to the information received in the larger group and of responding to the interaction of their peers and the attitudinal and behavioral changes which may evolve.

In schools with several counselors, it is possible for each counselor to assume responsibility for acting as consultant to his colleagues in the special area of his expertise, e.g., group dynamics, career guidance, drug abuse.

Referral System

The responsibility for referrals to outside agencies, whether to the Bureau of Child Guidance or to other agencies, rests with the licensed counselors in the school. Procedures for specific referrals are detailed in the section on "Special Problems." When there are several counselors, it may be advisable to designate one to serve as liaison with a particular type of agency, e.g., mental health, vocational guidance, recreation, treatment center.

To be effective in providing necessary supportive services and maximum benefit from the efforts expended, both for the pupils in the school and for the adults who influence them, guidance services need to be organized as a coordinated effort directed toward goals determined by the priorities in each school.

# AREAS OF GUIDANCE

## PROCESS OF SCHOOL ADJUSTMENT

### Articulation Between Elementary School and Middle School

If guidance is to be a truly continuous process, articulation between the grades and between sending and receiving schools becomes an important link in the guidance function. The major purpose of articulation is to implement a smooth transition for all pupils from grade to grade and from the sending school to the receiving school.

The information which the sending school transmits will aid the receiving school in determining what class placement for its incoming pupils will be most suitable for developing their talents and potential and for overcoming weakness. It is advisable for the counselor to consult the administration of both sending and receiving schools when setting up articulation procedures. He might visit the sending school in the middle of the school year and ask to address parent groups and assembly programs and to conduct conferences on pupils with special needs.

The articulation card (see page 15) and the confidential file, which are sent to the intermediate and junior high schools, provide valuable information about each incoming student. For identification purposes, white articulation cards are used for boys; yellow cards for girls. Some schools use these cards to compile a profile sheet or booklet of the incoming grade so that the entire school staff will not only have specific information about individual pupils within the grade but will also have a general picture of the new grade. It is therefore urgent that articulation cards be completed with meticulous care and attention, since the information provided by the teacher and the counselor will directly influence the student's future at his new school.

In addition to the articulation cards and the confidential file, communication with the elementary school counselor will enable the intermediate school counselor to set up priority lists of students who may need immediate help early in the school year. District guidance meetings scheduled by the supervisor of guidance can provide an opportunity for consultation.

### Practical Suggestions for Articulation Between Elementary School and Middle School

1. Arrange with student representatives from the middle schools who are graduates of the feeding elementary school to visit and speak to the children and parents in the elementary school. If available, show colored slides or movies depicting activities in the middle school. Encourage and answer questions, trying to explore pupils' and parents' concerns. If an interpreter is necessary, have one present.

2. Invite pupils from the elementary school to visit the middle school and to follow a typical program for several periods. Arrange for middle school students to act as guides. Schedule these visits for a series of days, so that only a single class visits the school on any one day. Provide opportunities for the visiting class teacher to share information

(BOY)

## ARTICULATION CARD

(For pupils entering Junior High School from Elementary Schools)

(Do Not Write Here)
New Class

From P____ Class____ To J____

____ Mo____ Da____ Yr____

Last Name First Name Date of Birth

Home Address____

| 6th GRADE TEST DATA | GRADE OR SCORE | DATE OF TEST | TEACHER'S ESTIMATE OF PUPIL PERFORMANCE | | |
|---|---|---|---|---|---|
| | | | ABOVE TEST LEVEL | ON TEST LEVEL | BELOW TEST LEVEL |
| READING | | | | | |
| MATHEMATICS | | | | | |

Special Abilities and Interests:____

Disabilities: Physical____
Speech____

Attendance: S____ U____

Free Lunch: Yes____ No____

Recommended Class Placement: SP____ Bright____ Normal____ Slow____ Adjustment____ Other____

Language Choice (for 7-8 SP only) 1____ 2____ 3____

**FOR NON-ENGLISH SPEAKING CHILDREN ONLY**

(Those recommended for Special English Class)

Language Spoken____ Date of Entry to a NYC school____

Years of Schooling in Other Country____ Estimated Reading Grade____

(front)

**The following items apply to all children:**

Service to School____

Confidential Information on File: Yes____ No____ Where?____

Agencies to Which This Child is Known____

Emotional and Social Adjustment____

Home Conditions____

Suggestions to Next Teacher to Help Pupil's Adjustment____

Other Comments____

77 6095 500 rkgs 2-67 82

(back)

with the guidance counselor concerning members of the class and for the visiting pupils to discuss and ask questions. Distribute sample materials such as school newspapers, literary magazines, and school handbooks for additional insights.

3. Invite parents of the incoming grades to the middle school to familiarize themselves with the physical plant, and schedule at least one meeting in which parents' questions about the new school are answered.

4. Write informal letters of welcome to be mailed in mid-August, if possible, to the parents and students of incoming grades.

5. Suggest to the principal that a profile sheet of the incoming class similar to the one on page 17 be prepared for each official class and distributed to the subject teachers of each class.

6. Prior to the organization of classes for the coming year, consult with the administration and assigned staff members on class placement and pupil distribution from feeder schools based on the following:

   special abilities, talents
   special interests, such as dancing, music, art, creative writing, science, etc.
   reading grades
   arithmetic grades
   hobbies
   disabilities
   attendance records
   overall school progress reports

7. Provide for the continuation of free lunch where needed.

Orientation

Orientation in its broadest sense encompasses personal and social as well as educational and vocational guidance. The counselor in the middle school is aware that pupils are not only interested in learning about their new school but also about themselves, their future, and the new people around them. One aspect of the counselor's role is to help pupils meet their immediate orientation needs and to provide them with the guidelines to help them function as new situations arise. Adjustments to change as an ongoing process needs to be developed. The very concept that the middle school is a place of change (change of teachers, change of classes, change of subject areas, personal-physical changes) should be stressed. Experiences in coping with change as a continuous life process are provided in the middle school setting.

Common Problems of Adjustment. When pupils leave the elementary school for the middle school, they sometimes need the counselor's support to enable them to adjust to the new school situation. In many respects their needs and fears are similar to those they experienced when first approaching kindergarten or first grade.

# PROFILE SHEET

| CONFIDENTIAL (FOR TEACHERS' USE ONLY) | Class | Room | Date NAME OF SCHOOL<br>TEACHER | CLASS DATA FORM |
|---|---|---|---|---|

| NAME<br>Last First | Date of Birth | READING | | ARITHMETIC | | NE | Days Absent | Eye-glasses | REMARKS<br>Health data, Talents, Personality data, Speech Improvement, etc. |
|---|---|---|---|---|---|---|---|---|---|
| | | Score | Date | Score | Date | | | | |
| | | | | | | | | | |
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Some of the fears that they may have about the middle school are:

getting lost while traveling to school or not being able to find their way in the school buildings
finding themselves in unfamiliar surroundings -- traveling far from home, being separated from friends, and having classmates from different communities
having to enter into new social and personal relationships -- not knowing any adults in the school who can help them, feeling dwarfed next to upper-grade students, having to compete with pupils from other schools, and having to relate to teachers or supervisors who do not know them
having to learn new rules related to behavior in the halls, staircases, assembly, and lunchroom
not knowing the school staff or to whom to turn for particular problems
overcoming anxiety about increased homework assignments and the varied requirements of different teachers

Parents too may feel apprehensive when their children are ready to enter the middle school. It was easy to know their children's teachers in the elementary school, but the middle school is so much larger, and there are so many more teachers to know. Parents may feel that they and their children will be lost in this strange new environment.

Parents whose children are entering the middle school might ask questions like these:

To whom do I talk if my child has poor grades?
What is the meaning of these tests my child is taking, and how will they affect his future?
What happens if my child gets sick during the day?
How can I help my child succeed in his school work?
How will I get to meet all his teachers?
What extra-curricular activities are available?
What enrichment (or innovative, or remedial) programs does the school provide?
How can I as a parent be of service to the school?
What provision does the school make for community involvement?

Parents should receive answers to their questions and should be assisted in helping their children adjust to their new environment in the new school. Informing parents about the school plant, the subject offerings, school regulations, the enrichment program, and the guidance program can alleviate anxieties and foster parent-school communication and cooperation.

Understanding the School Program. Teacher expectations, school standards, and parental goals need to be explored with pupils now that they are of middle school age. Complete pupil involvement in the development of personal goals should culminate this exploration.

In the orientation process the counselor has a responsibility to aid pupils and their parents to be aware of the reasons why pupils are taking certain subjects and to help motivate them in particular subject areas.

The guidance program should acquaint pupils and parents with special cocurricular and extracurricualr activities offered within the school, and with the various ways in which they can participate in these activities.

Pupils can also be oriented to an understanding of the personal qualities and study habits which will help them to be successful students. They and their parents should also be informed about the meaning of their report card grades, the purpose of the test battery, the basis for pupils' assignment to classes, the relationship of the subject matter of the middle school and the high school.

Practical Suggestions for Orientation

1. Suggest assignment of "buddy" students to new students, preferably those who can speak the same language as newly admitted children for whom English is a second language.

2. Encourage publication of a pupil handbook of the middle school for distribution to each pupil. Where necessary, a bilingual handbook should be available.

3. Cooperate with the audiovisual staff, the photography club, and interested pupils, to produce a movie or colored slides of activities in your school to give incoming pupils an overview of the entire school, its program, and its student body.

4. Arrange appointments with parents and pupils for individual interviews, where indicated.

5. Inaugurate parent workshops. Suggest that the administration or the parents' association use telephone and letters to contact parents before a meeting.

6. Contact the parents' associations of the feeder schools in the spring to encourage them to get in touch with parents of graduating pupils to urge them to become involved in the program of the receiving school.

7. Have upper-grade students help evaluate your orientation program in a group guidance session, in a developmental group counseling session, or by a questionnaire or survey.

8. Request the parents' association to send out questionnaires to parents to help you evaluate your orientation program.

9. Suggest that the supervisor of guidance and fellow counselors at district meetings exchange information about the strengths and weaknesses of various articulation programs.

10. Invite elementary school counselors to a luncheon conference to learn about the middle school and its program.

11. Arrange an open-house program in the middle school to acquaint incoming pupils with the school's club activities.

## High School Choice

The choice of high school is a very important decision for the pupil, and it should be related to a realistic assessment of his own skills and abilities.

The counselor should be involved in the decision-making process to the extent of providing and analyzing the pertinent information which will guide students in making the best possible choice.

Some of the information the counselor will convey to the graduating class will include:

- relation of high school choice to educational and occupational goals
- explanation of pertinent vocabulary (e.g., elective, major, prerequisite, exploratory)
- zoning regulations
- elective sequences
- special high schools, such as unit trade schools, comprehensive high schools, and schools requiring entrance examinations
- deadline dates for application
- physical and academic requirements for particular courses

Discussion of high school choice should be started soon after the pupil enters the middle school and intensified at the beginning of his final year in the school, well in advance of the deadline for filing high school applications. The counselor presents the information, helps the pupil and his parents evaluate it, and leaves the final decision to them.

The counselor works in cooperation with the teachers of the graduating classes to distribute applications and medical forms, to see that the required information is filled in, to check for parents' signatures, and to secure the principal's signature. It is the counselor who bears the ultimate responsibility for the accurate completion of applications and for submitting them to the high schools on time. It is therefore advisable for the counselor to prepare a high school articulation calendar, such as the one on pages 21-22, to assist him in keeping track of the myriad details connected with the high school application process.

Transmittal forms prepared by the Bureau of Educational and Vocational Guidance and the Office of High Schools will help the counselor keep an accurate record of the disposition of applications sent to the high schools and will provide a ready reference on acceptances. Samples of transmittal forms used for eighth- and ninth-year students, both for examination and non-examination courses are shown on pages 24-27.

## Practical Steps in Helping Students Select a High School Course

1. Show students a recent film on high school choice, followed by a question and answer period. Invite parents to be present.

2. Invite speakers from academic, vocational, and specialized high schools to describe their particular programs. Suggest the use of their audio-visual materials. Invite parents to be present at these meetings, and

SCHOOL GUIDANCE DEPARTMENT PRINCIPAL

## High School Articulation Calendar

### September 19- to June 19-

| | |
|---|---|
| 9/21/ | Distribution of medical forms (Health Appraisal Form 211S) to all ninth-grade pupils |
| 9/24 | Guidance assembly - "High School Overview" |
| 10/1 | Instructions to teacher-counselors in grade 9 about applications to high schools requiring entrance examinations |
| 10/8 | Guidance assembly to present representatives from academic high schools |
| 10/14 | Distribution of letter to parents about specialized high schools and courses (including dates of parent meetings) |
| 10/14-10/20 | Small group meetings with grade candidates for Brooklyn Technical High School (fact sheet distributed) |
| 10/22 | "High School Information Day" for pupils and parents |
| 10/25-11/5 | Group counseling with applicants for specialized high schools |
| 11/1 | Instructions to teachers about preparation of application to specialized high schools |
| 11/15 | Teacher-counselors to collect applications |
| 11/18 | Applications due in guidance office |
| 11/19 | Health Appraisal Form 211S Insert due for vocational high schools requiring entrance examinations |
| 11/30 | Pupils taking examinations scheduled for help in mathematics and English |
| 12/3 | Applications to high schools requiring entrance examinations due, with transmittal forms and 211S Insert (when necessary) attached |
| 12/17 | Articulation meeting for counselors at high school |
| 1/17-1/28 | Examinations for courses at specialized academic and vocational high schools |
| 1/14 | Instructions to teacher-counselors about non-examination courses at vocational high schools and academic high schools not requiring entrance examination |
| 1/28 | Guidance "Career Assembly" |

## High School Articulation Calendar

| | |
|---|---|
| 1/17-2/21 | Distribution of practice and regular applications for non-examination courses at vocational high schools and zoned academic high schools |
| | Pupils given their zoned high schools |
| 2/7-2/21 | Deadline for receiving results of examinations at vocational high schools |
| 2/15 | Follow-up of pupils missing medicals |
| 2/16 | Completed applications for vocational high schools due in guidance office |
| 2/24 | College Discovery nominations due |
| 2/17-2/25 | Non-examination high school applications checked and transmittal forms prepared |
| 3/3 | Non-examination vocational high school applications, TR forms, and 211S Insert due at high schools |
| 3/9 | Applications to zoned high schools due in guidance office for checking |
| 3/15 | Request for zoning variances sent to High School Placement Office |
| 3/20 | College Bound candidates submitted |
| 3/24 | Applications due at zoned high schools |
| 5/5 | Registration at vocational high schools |
| 5/12 | Meeting with official teachers and nurse about preparation of records for forwarding to high schools |
| 5/ | Registration at Aviation High School |
| 5/18 | Guidance Assembly - 8th grade (Pre-orientation to high school) |
| 5/19 | Guidance Assembly - 9th grade (Orientation to high school) |
| 5/22 | Variances filed at district office for transfer to high school on exception basis |
| 5/23 | Final list of parochial and private school pupils from grades 8 and 9 |
| 5/12-5/26 | 9th grade official teachers, 8th grade official teachers, and nurse complete all record cards |
| 5/30-6/9 | Records checked |
| 6/12 | Records sent to high schools<br>(Guidance records sent under separate cover) |
| 6/27 | Transmittal cards sent to high schools |

provide time for questioning high school representatives. Arrange evening meetings for working parents.

3. Using the directory, The Public High Schools of New York City, have students identify schools which offer preparation for the kind of work they might be interested in doing.

4. Arrange for groups of interested students to visit high schools. Plan to have these groups meet before their visit to decide what they should look for and what questions they should have answered. Follow up by having a panel of students present the information to their classmates.

5. Arrange to have parents individually or in groups visit high schools in which their children are interested. Make appointments for them to meet school personnel to answer their questions and to help them become acquainted with the schools and their programs.

6. Ask students to calculate the time and distance from their school to the various high schools they are likely to attend, and to draw each route on a large map to be posted near the guidance office.

7. Have students make a list of careers which seem most suitable for them on the basis of the knowledge gained about occupations and about themselves. Have them indicate how high school choice will further career goals.

8. Encourage long-range planning by providing information about various types of post high school education, financial aid, cooperative-work-study programs, and special tutorial opportunities.

9. Enlist the cooperation of the parents' association to alert all parents to the importance of attending meetings about high school choice. Plan jointly for a publicity campaign in the community.

10. In large-group guidance, use the overhead projector to explain how to fill out the high school application. Follow up with practice sessions in individual classes. A letter to teachers such as the one on page 28 will be useful in setting up a schedule to include all graduating classes.

11. Arrange for meetings with alumni of the middle school who are currently enrolled in a variety of high school courses. Allow time for them to answer questions about the nature of their courses, and their relationship to specific goals, about particular school activities and fulfillment of individual interests.

12. Prepare the high school planning guide (see pages 29 and 30). Discuss the various types of schools with students, and arrange for meetings with parents to explain applications, course offerings, geographical location, and relation of high school course to interests, ability, and future plans.

13. Distribute copies of the high school application forms for examination and non-examination courses and schools, and explain to students the meaning of the various questions and the answers required. (Copies of the high school application forms are shown on pages 31-35.)

14. Prepare a worksheet (see page 36) for students applying for entrance examination.

BEST COPY AVAILABLE

FROM GRADE 8

Board of Education of the City of New York
110 Livingston Street, Brooklyn, New York 11201

Transmittal Form to Accompany Applications
For Admission to High School Entrance Examination
(Due December 197 )

SENDING SCHOOL NO.

From: _____
School Name No. Boro.

_____ _____
Address Tel. No.

To: _____ High School For: _____ Course
(For multi-trade schools only)

The applications for the pupils listed below are attached herewith.

_____ _____ _____
Signature of Counselor Signature of Principal Date

THE FEEDER SCHOOL WILL PREPARE THIS FORM IN QUADRUPLICATE, SEND THREE COPIES TO THE HIGH SCHOOL AND KEEP ONE. AFTER THE EXAMINATION THE HIGH SCHOOL WILL RETURN TWO COPIES TO THE FEEDER SCHOOL WITH THE DISPOSITION OF THE APPLICANTS. THE FEEDER SCHOOL WILL RETURN ONE OF THESE COPIES TO THE HIGH SCHOOL BY FEBRUARY , 197 , INDICATING WHETHER OR NOT ADMISSION IS ACCEPTED BY THE APPLICANT.

| Print Last Name, First (List Alphabetically) | Class | Boy | Girl | To be Completed by the HIGH SCHOOL | | To be Completed by the FEEDER SCHOOL | |
|---|---|---|---|---|---|---|---|
| | | | | Accepted | Not Accepted | Accepts Admission | Does Not Accept Admission |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |
| 8. | | | | | | | |
| 9. | | | | | | | |
| 10. | | | | | | | |
| 11. | | | | | | | |
| 12. | | | | | | | |
| 13. | | | | | | | |
| 14. | | | | | | | |
| 15. | | | | | | | |

_____ _____
For the High School For the Feeder School

NOTE: 1. All subsequent applications must be accompanied by another list.

2. Please inform each student of the results since we do not notify the students directly.

3. Acceptance of an applicant for a vocational high school is subject to review of the Health Appraisal Form.

4. Applications for rejected pupils must be filed with another school at the regular application time.

Board of Education of the City of New York
110 Livingston Street, Brooklyn, New York 11201

## Transmittal Form For Eighth Grade Graduates
## Applications for Non-Examination Courses in Vocational High Schools

**TO BE COMPLETED BY INTERMEDIATE OR JUNIOR HIGH SCHOOL**

From _____ P.S. / J.H.S. / or I.S. _____ No. _____ Boro.
School Name

Address _____

To _____ Voc. H.S.

For _____ Course

The applications of the pupils listed below are attached herewith.

_____
Signature of J.H.S. or I.S. or P.S. Counselor

_____
Signature of J.H.S. or I.S. or P.S. Principal

_____
Date

**TO BE COMPLETED BY VOCATIONAL HIGH SCHOOL**
If all applications of pupils listed below have been accepted, the vocational high school will complete this section and return this form to the junior high school.

From _____ Voc. H.S.

To _____ P.S., J.H.S. or I.S.

For _____ Course

Please notify all pupils listed below that they have been accepted.

_____
Signature of Admission Counselor

_____
Signature of Principal

_____
Date

PLEASE MAKE THIS FORM OUT IN TRIPLICATE

| Last (Number and List in order of priority) Boys | First Girls | CLASS BOOK | TO BE COMPLETED BY COMMITTEE ON EXCESS APPLICATIONS* Assigned to (indicate placement below) Original Vocational High School | Alternate Vocational High School | Local Academic H.S. | Ineligible |
|---|---|---|---|---|---|---|
| No. | | | | | | |
| No. | | | | | | |
| No. | | | | | | |
| No. | | | | | | |
| No. | | | | | | |
| No. | | | | | | |
| No. | | | | | | |
| No. | | | | | | |

PLEASE DO NOT WRITE BELOW THIS LINE

All applications of the pupils listed above were sent to the Committee on Excess Applications which has assigned pupils to available space, as indicated. Please notify pupils accordingly.

1. Applications of _____ (no.) pupils accepted by the vocational high schools have been forwarded to the vocational high schools indicated above.

2. Applications of _____ (no.) pupils who cannot be accommodated in the vocational high school they requested are herewith returned to the junior high school for placement in one of the vocational high schools on the enclosed list, which have room in the courses indicated, or in the academic high school which they are eligible to attend.

_____ Signed for Committee on Excess Applications

_____ Date

*if course requested is oversubscribed

Bureau of Educational and Vocational Guidance
110 Livingston Street, Brooklyn, N.Y. 11201

FROM GRADE 9

Board of Education of the City of New York
110 Livingston Street, Brooklyn, New York 11201

Transmittal Form to Accompany Applications
For Admission to High School Entrance Examination
(Due December , 197 )

SENDING SCHOOL NO. _____ BORO. _____

From: _____
School Name No. Boro.

_____ _____
Address Tel. No.

To: _____ High School For: _____ Course
(For multi-trade schools only)

The applications for the pupils listed below are attached herewith.

_____ _____ _____
Signature of Counselor Signature of Principal Date

THE FEEDER SCHOOL WILL PREPARE THIS FORM IN QUADRUPLICATE, SEND THREE COPIES TO THE HIGH SCHOOL AND KEEP ONE. AFTER THE EXAMINATION THE HIGH SCHOOL WILL RETURN TWO COPIES TO THE FEEDER SCHOOL WITH THE DISPOSITION OF THE APPLICANTS. THE FEEDER SCHOOL WILL RETURN ONE OF THESE COPIES TO THE HIGH SCHOOL BY FEBRUARY , 197 , INDICATING WHETHER OR NOT ADMISSION IS ACCEPTED BY THE APPLICANT.

| Print Last Name, First (List Alphabetically) | Class | Boy | Girl | To be Completed by the HIGH SCHOOL | | To be Completed by the FEEDER SCHOOL | |
|---|---|---|---|---|---|---|---|
| | | | | Accepted | Not Accepted | Accept Admission | Does Not Accept Admission |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |
| 8. | | | | | | | |
| 9. | | | | | | | |
| 10. | | | | | | | |
| 11. | | | | | | | |
| 12. | | | | | | | |
| 13. | | | | | | | |
| 14. | | | | | | | |
| 15. | | | | | | | |

_____ _____
For the High School For the Feeder School

NOTE: 1. All subsequent applications must be accompanied by another list.

2. Please inform each student of the results since we do not notify the students directly.

3. Acceptance of an applicant for a vocational high school is subject to review of the Health Appraisal Form.

4. Application for rejected pupils must be filed with another school at the regular application time.

Board of Education of the City of New York
110 Livingston Street, Brooklyn, New York 11201

## Transmittal Form for Ninth Year Graduates
## Applications for Non-Examination Courses in Vocational High Schools

TO BE COMPLETED BY JUNIOR HIGH SCHOOL

From _____
(School Name) No. (Boro.)

Address _____

To _____ Voc. H.S.

For _____ Course

The applications of the pupils listed below are attached herewith.

_____
Signature of J.H.S. Counselor

_____
Signature of J.H.S. Principal

_____
Date

TO BE COMPLETED BY VOCATIONAL HIGH SCHOOL
If all applications of pupils listed below have been accepted, the vocational high school will complete this section and return this form to the junior high school.

From _____ Voc. H.S.

To _____ J.H.S.

For _____ Course

Please notify all pupils listed below that they have been accepted.

_____
Signature of Admission Counselor

_____
Signature of Principal

_____
Date

PLEASE MAKE THIS FORM OUT IN TRIPLICATE

TO BE COMPLETED BY COMMITTEE ON EXCESS APPLICATIONS*
Assigned to (indicate placement below)

| Last (Number and List in order of priority) Boys | First Girls | CLASS | BOY | GIRL | Original Course & Sch. (Use Check) | Same Course Other Voc. H.S. (Indicate School) | Alternate Course in Original Voc. H.S. (Ind. Sch.) | Alternate Course in other Voc. (Use Check) | Local Academic H.S. Course | Ineligible |
|---|---|---|---|---|---|---|---|---|---|---|
| No. | | | | | | | | | | |
| No. | | | | | | | | | | |
| No. | | | | | | | | | | |
| No. | | | | | | | | | | |
| No. | | | | | | | | | | |
| No. | | | | | | | | | | |
| No. | | | | | | | | | | |
| No. | | | | | | | | | | |

PLEASE DO NOT WRITE BELOW THIS LINE

All applications of the pupils listed above were sent to the Committee on Excess Applications which has assigned pupils to available space, as indicated. Please notify pupils accordingly.

1. Applications of _____ (no.) pupils accepted by the vocational high schools have been forwarded to the vocational high schools indicated above.

2. Applications of _____ (no.) pupils who cannot be accommodated in the vocational high school they requested are herewith returned to the junior high school for placement in one of the vocational high schools on the enclosed list, which have room in the courses indicated, or in the academic high school which they are eligible to attend.

_____ _____
Signed for Committee on Excess Applications — Date

* if course requested is oversubscribed.

Bureau of Educational and Vocational Guidance
110 Livingston Street, Brooklyn, N.Y. 11201

Name of School

Name of Principal

February __, 19__

To all Ninth-Grade Official Teachers:

Subject: HIGH SCHOOL APPLICATIONS

Dear Teachers:

I should like to borrow a period of your class time to make out high school applications with your official class. If it is not possible to see your class on the date and time given on the schedule below, please let me know as soon as possible.

At the same time, you will receive instructions for filling out the high school applications. Please save this sheet because it contains important due dates. Thank you very much.

(Guidance Counselor)_____

| Official Class | Applications distributed | Applications to be returned | Send in names of pupils whose applications are not in | Return all applications to grade advisers |
|---|---|---|---|---|
| 9-416 | 2/7 pd.6 | 2/13 | 2/15 | 2/20 |
| 9-205 | 2/7 pd.3 | 2/13 | 2/15 | 2/20 |
| 9-203 | 2/8 pd.7 | 2/13 | 2/15 | 2/20 |
| 9-304 | 2/7 pd.4 | 2/13 | 2/15 | 2/20 |
| 9-204 | 2/9 pd.8 | 2/14 | 2/15 | 2/20 |
| 9-214 | 2/8 pd.7 | 2/13 | 2/15 | 2/20 |
| 9-305 | 2/9 pd.7 | 2/13 | 2/15 | 2/20 |
| 9-508 | 2/9 pd.2 | 2/14 | 2/15 | 2/20 |
| 9-402 | 2/8 pd.3 | 2/13 | 2/15 | 2/20 |
| 9-202 | 2/8 pd.6 | 2/13 | 2/15 | 2/20 |
| 9-511 | 2/10 pd.7 | 2/14 | 2/15 | 2/20 |
| 9-417 | 2/7 pd.7 | 2/13 | 2/15 | 2/20 |
| 9-506 | 2/10 pd.2 | 2/14 | 2/15 | 2/20 |
| 9-505 | 2/9 pd.3 | 2/14 | 2/15 | 2/20 |

HIGH SCHOOL PLANNING GUIDE

(For current information, consult the most recent issue of The Directory of Public High Schools)

Student _____ Off. Cl._____

Do you wish to attend .

_____ your zoned academic or comprehensive high school?

_____ the single-sex academic high school in your borough?

_____ a vocational high school offering a course of special interest to you

_____ a specialized academic or vocational and technical high school requiring an entrance examination?

High Schools Requiring Entrance Examination

1. Academic High Schools - Entrance Examination Required:

| | |
|---|---|
| Stuyvesant | _____ |
| Bronx High School of Science | _____ |
| Brooklyn Technical | _____ |
| Additional choices: | _____ |
| | _____ |

2. Art Talent High Schools - Entrance Examination and Portfolio Required

| | |
|---|---|
| Andrew Jackson (Academic) | _____ |
| Music and Art (Academic) | _____ |
| Washington Irving (Academic - Girls only) | _____ |
| Prospect Heights | _____ |
| Art and Design (Vocational) | _____ |
| Fashion Industries (Vocational) | _____ |

3. Academic Music Talent High Schools - Entrance Examination Required

| | |
|---|---|
| Andrew Jackson (Academic) | _____ |
| Music and Art - (Vocal and Instrumental) | _____ |
| Performing Arts (Music, Dance, and Drama) | _____ |

4. Unit Trade Vocational and Technical High Schools - Entrance Examination Required

| | |
|---|---|
| Art and Design | _____ |
| Fashion Industries | _____ |
| Aviation | _____ |
| Automotive | _____ |
| Printing | _____ |

Vocational Course Guide

If you are interested in a vocational course listed below, please check. Your grade adviser or guidance counselor will help you identify the schools in the high school directory that offer this course.

Vocational and Technical Courses in Varied Schools Requiring Entrance Examinations:

| | |
|---|---|
| Architectural Drafting & Building Construction | _____ |
| Automation Instrumentation | _____ |
| Automotive Mechanics | _____ |

Vocational Course Guide (continued)

Aviation Mechanics _____
Baking _____
Climate Control _____
Commercial Art _____
Cooking and Catering _____
Cosmetology (Girls) _____
Dental Laboratory Processing _____
Dental Office Assisting _____
Electrical Installation and Practice _____
Electronics _____
Equipment Repair Technology _____
Fashion Industries _____
Food Trades _____
Hair Dressing (Boys) _____
Industrial Chemistry _____
Instrument Technology _____
Machine Trades _____
Meat Merchandising _____
Mechanical Design and Construction _____
Plastics _____
Printing _____

Vocational High School Courses - No Entrance Examination Required:

Business Education _____
Stenography _____
Accounting _____
Business Machine Repair _____
Clock and Watch Mechanics _____
Commercial Art _____
Computer Maintenance _____
Dental Mechanics _____
Electrical Installation and Practice _____
Equipment Repair Technology _____
Fashion Industries _____
Foundry Work _____
Hairdressing _____
Health Careers _____
Jewelry Making _____
Maritime Trades _____
Medical Office Assisting _____
Optical Mechanics _____
Plumbing _____
Practical Nursing _____
Refrigeration _____
Sheet Metal _____
Upholstery _____
Woodworking _____
(and others) _____

Please feel free to consult us at any time about your high school choices.

(Names of Guidance Counselors and
Grade Advisors of graduating class)

Student's Signature _____ Date _____

Parent's Signature _____ Date _____

BEST COPY AVAILABLE

**BOARD OF EDUCATION OF THE CITY OF NEW YORK**

TO PARENTS: The attached application for admission to high school represents an important decision in the life of both the learner and the parent. The booklet, "The Public High Schools, New York City: A Guide for Pupils and Parents," will be made available to all applicants so that you and your daughter or son may make a wise choice.

I urge you to consult with school personnel, especially the guidance counselor, as it appears desirable to do so. They will be happy to discuss with both student and parent the factors which should enter into your decision.

Sincerely,

HARVEY B. SCRIBNER
*Chancellor*

*Detach before sending application to high school*

## REGULAR APPLICATION FOR ADMISSION TO HIGH SCHOOL

FROM GRADE **8**

THIS SECTION TO BE FILLED IN BY APPLICANT AND PARENTS. PLEASE PRINT ALL ENTRIES EXCEPT SIGNATURE

Check One: ☐ Boy ☐ Girl

Date of Application

Applicant's Name _____ (LAST, FIRST, MIDDLE)

☐ N.Y.C. Public School ☐ Parochial ☐ Out of Town ☐ Private (CHECK APPROPRIATE BOX)

From _____ (NO. AND BORO, SCHOOL NAME)

_____ (CLASS, SCHOOL ADDRESS, BORO AND ZIP CODE, SCHOOL TELEPHONE)

Full name of father or guardian _____ (LAST NAME, FIRST NAME)

Full name of mother or guardian _____ (LAST NAME, FIRST NAME)

My choice of high school is: 1. _____ 2. _____ 3. _____

My tentative career goal is _____

My choice of elective courses is: (Consult the *Directory of Public High Schools*)
1. _____ 2. _____ 3. _____

Foreign Language
I wish to continue my study of _____ the foreign language I am studying now.
I wish to begin the study of a foreign language
My second choice is _____
My first choice is _____
My third choice is _____

Which musical instruments can you play? Would you like to play a musical instrument? ☐ yes ☐ no (which?)
Would you like to sing in a chorus? ☐ no ☐ no
Have you had any advance tests in art? ☐ no ☐ no
Night school ☐ no ☐ no
Signature of parent _____ Date _____

MOST RECENT TEST DATA

| | Name of Test | Date | Taken in Grade | Results (Grade Equivalents) | |
|---|---|---|---|---|---|
| Reading | | | | Scor | Per |
| Arithmetic | | | | Comp | Prob |

Other tests: (If necessary, use reverse side.) Iowa Test of Educ. Devel. (Please strip below.)

Note: If above test results are at variance with pupil's performance, check here and explain on reverse side ☐

Pupil is in: 7th class ☐ 8B ☐ 2 yr ☐ 3 yr ☐ Career Guid. ☐ Other (specify) _____

6. Pupil was retained in grade _____
Pupil was not retained _____

7. Does pupil require placement in non-English speaking class? _____
If "yes", give pupil's native language below _____

8. MOST RECENT REPORT CARD GRADES (Date _____)

| Subject | Grade 8 Records | This section is for High School use only |
|---|---|---|
| English | | |
| Social Studies | | |
| Mathematics | | |
| Science | | |
| Foreign Language — Level I Which? | | |
| *Fine Arts — Required — Major Art | | |
| Music — Required | | |
| *Music — Instrumental — Vocal | | |
| Health Education | | |
| Hygiene | | |
| Major Shops 1. 2. | | |

*Circle one

9. Check if pupil needs remedial work in:
Reading ☐ Speech ☐ Arithmetic ☐
Other ☐ (specify) _____

10. Check to indicate recommended placement.
☐ Regular classes ☐ Modified classes
☐ Honors classes in these subjects: _____
☐ Special Talent Classes ☐ Art ☐ Music
☐ Start foreign language (specify) _____
☐ Start 9th year mathematics (algebra)

11. Does pupil have significant physical defects?
☐ speech ☐ eyesight ☐ vision ☐ hearing
☐ allergies ☐ orthopedic ☐ cardiac
☐ other _____
For Vocational High School, attach securely a completely filled out "Health Appraisal Form 211 S Insert"

12. State pupil's special aptitudes, interests and abilities, school services rendered and other information which will aid the high school in placing and programming the pupil. (Use reverse side if necessary.)

13. If pupil's record shows any significant personal or social problem which requires attention, please check here ☐
Confidential File, check here ☐

14. Additional comments: (Use reverse side if necessary)

Counselor's Signature — Guidance Office Phone — Principal's Signature

## BOARD OF EDUCATION OF THE CITY OF NEW YORK

TO PARENTS: The attached application for admission to high school is an important document in the life of both the student and the parent. The booklet, "The Public H. S. Schools, New York City — A Guide for Pupils and Parents," will be made available to all applicants so that you and your child may make a wise choice.

I urge you to consult with school personnel, especially the guidance counselor, as it appears desirable to do so. They will be happy to discuss with both student and parent the factors which should enter into your decision.

Sincerely,

HARVEY B. SCRIBNER
*Chancellor*

*Detach before sending application to high school*

# REGULAR APPLICATION FOR ADMISSION TO HIGH SCHOOL

**FROM GRADE 8** (Your H.S.)

THIS SECTION TO BE FILLED IN BY APPLICANT AND PARENTS. PLEASE PRINT ALL ENTRIES EXCEPT SIGNATURE

Check One: ☐ Boy ☐ Girl

Date of Application

Applicant's Name _____ (LAST, FIRST, MIDDLE)

☐ N.Y.C. Public School ☐ Parochial ☐ Out of Town ☐ Private (CHECK APPROPRIATE BOX)

From _____ (NO. AND GRAD) _____ (SCHOOL NAME)

_____ (CLASS) _____ (SCHOOL ADDRESS) _____ (BORO AND ZIP CODE) _____ (SCHOOL TELEPHONE)

Full name of father or guardian _____ (LAST NAME, FIRST NAME) Full name of mother or guardian _____ (LAST NAME, FIRST NAME)

My choice of high school is: 1. _____ 2. _____ 3. _____

My tentative career goal is _____

My choice of elective courses is: (Consult the *Directory of Public High Schools*)

1. _____ 2. _____ 3. _____

Foreign Language:

I wish to continue my study of _____ the foreign language I am studying now.

I wish to begin the study of a foreign language. My first choice is _____ My second choice is _____ My third choice is _____

Which musical instrument can you play? _____ Would you like to play in a chorus? ☐ yes ☐ no Would you like to play in the orchestra? ☐ yes ☐ no Have you ever played in a band or orchestra? ☐ yes ☐ no If yes, where? _____ Signature of parent or guardian _____ Date _____

Is the date of birth on the certificate between Sept. _____ and the date of this application? _____ (DAY) _____ (NO. OF DAYS LATE) _____ (INITIALS)

## MOST RECENT TEST DATA

| | Name of Test | Date | Taken in Grade | Results (Grade Equivalents) | |
|---|---|---|---|---|---|
| Reading | | | | Voc | Par |
| Arithmetic | | | | Comp | Prob |

Other tests: (If necessary, use reverse side.) Iowa Test of Educ. Devel. (Please strip below.)

Note: If above test results are at variance with pupil's performance, check here and explain on reverse side ☐

5. This pupil:
Regular class _____ ☐
SP 2 yr. _____ ☐ 3 yr. _____ ☐
Career Guid. _____ ☐
Other (specify) _____

6. Pupil was retained in grade _____
Pupil was not retained _____

7. Does pupil require placement in non-English speaking class? _____
If "yes" give pupil's native language below _____

## 8. MOST RECENT REPORT CARD GRADES (Date _____)

| Subject | Grade 8 Ratings | This section is for High School use only |
|---|---|---|
| English Language Skills | | |
| Humanities | | |
| Social Studies | | |
| Mathematics 8 or Mathematics — Algebra | | |
| Science 8 or Science | | |
| Foreign Language — Which? — Level I or 8 — 1 | | |
| Performing Arts (If more majors) Fine Arts | | |
| Inst. Music | | |
| Vocal Music | | |
| Dance | | |
| Drama | | |
| Family Living Home Ec. or Shop | | |
| Health Education | | |
| Hygiene or Sex Education | | |

9. Check if pupil needs remedial work in:
Reading ☐ Speech ☐ Arithmetic ☐
Other ☐ (specify) _____

10. Check to indicate recommended placement:
☐ Regular classes ☐ Modified classes
☐ Honors classes in these subjects: _____
☐ Special Talent Classes ☐ Art ☐ Music
☐ Start foreign language (specify) _____
☐ Start 9th year mathematics (algebra)

11. Does pupil have significant physical defects?
☐ speech ☐ seizures ☐ vision ☐ hearing
☐ allergies ☐ orthopedic ☐ cardiac
☐ other _____
For Vocational High School, attach securely a completely filled out "Health Appraisal Form 211 S Issues"

12. State pupil's special aptitudes, interests and abilities, school services rendered and other information which will aid the high school in placing and programming the pupil. (Use reverse side, if necessary.)

13. If pupil's record shows any significant personal or social problem which requires attention, please check here ☐
Confidential File, check here ☐

14. Additional comments: (Use reverse side if necessary)

Counselor's Signature _____ Guidance Office Phone _____ Principal's Signature _____

**BOARD OF EDUCATION OF THE CITY OF NEW YORK**

TO PARENTS: The attached application for admission to high school represents an important decision in the life of both the learner and the parent. The booklet, "The Public High Schools, New York City—A Guide for Pupils and Parents," will be made available to all applicants so that you and your daughter or son may make a wise choice.

I urge you to consult with school personnel, especially the guidance counselor, as it appears desirable to do so. They will be happy to discuss with both student and parent the factors which should enter into your decision.

Sincerely,

HARVEY B. SCRIBNER
*Chancellor*

***Detach before sending application to high school.***

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## REGULAR APPLICATION FOR ADMISSION TO HIGH SCHOOL

**FROM GRADE 9**

**THIS SECTION TO BE FILLED IN BY APPLICANT AND PARENTS. PLEASE PRINT ALL ENTRIES EXCEPT SIGNATURE**

| Check One | |
|---|---|
| | Boy |
| | Girl |

Date of Application

Applicant's Name _____ (LAST) _____ (FIRST) _____ (MIDDLE)

From _____ (NO. AND BOARD) _____ (SCHOOL NAME) ☐ N.Y.C. Public School ☐ Parochial ☐ Out of Town ☐ Private (CHECK APPROPRIATE BOX)

_____ (CLASS) _____ (SCHOOL ADDRESS) _____ (BORO AND ZIP CODE) _____ (SCHOOL TELEPHONE)

Full name of father or guardian _____ (LAST NAME) _____ (FIRST NAME) Full name of mother or guardian _____ (LAST NAME) _____ (FIRST NAME)

My choice of high school is: 1. _____ 2. _____ 3. _____

My tentative career goal is _____

My choice of elective courses is: (Consult the *Directory of Public High Schools*)

1. _____ 2. _____ 3. _____

Foreign Language

I wish to continue my study of _____ the foreign language I am studying now.

I wish to begin study of a foreign language

My first choice is _____

My second choice is _____

My third choice is _____

Which musical ... Not ... an you play? ... chorus? ☐ no

Would you like ... to play a musical ... to play in a band? ... to continue the ...

Have you a ...

Signed: _____

... If necessary, use re... ...de I Iowa Test of E... ...level. (Please ...

Note: If above test results are at variance with pupil's performance, check here and explain on reverse side ☐

6. Pupil was retained in grade _____
Pupil was not retained _____

7. Does pupil require placement in non-English speaking class? _____
If "yes", give pupil's native language below _____

8. MOST RECENT REPORT CARD GRADES (Date _____)

| Subject | Grade 9 Ratings | This services so far High School use only: |
|---|---|---|
| English | | |
| Social Studies | | |
| Mathematics 9A1 / 9A2 / 9GR / 9B1,2 | | |
| | | |
| General Science or *Earth Science — Biology | | |
| Foreign Language — Which? — Level I / Level II | | |
| *Fine Arts — Required / Major Art | | |
| Music — Required | | |
| *Music — Instrumental / Vocal | | |
| Health Education | | |
| Hygiene | | |
| Major Shops 1. 2. | | |

*Circle one

9. Check if pupil needs remedial work in:
Reading ☐ Speech ☐ Arithmetic ☐
Other ☐ (specify) _____

10. Check to indicate recommended placement.
☐ Regular classes ☐ Modified classes
☐ Honors classes in these subjects:
_____ _____
☐ Special Talent Classes ☐ Art ☐ Music
☐ Start foreign language (specify) _____
☐ Start 10th-year mathematics

11. Does pupil have significant physical defects?
☐ speech ☐ seizures ☐ vision ☐ hearing
☐ allergies ☐ orthopedic ☐ cardiac
☐ other _____
For Vocational High School, attach securely a completely filled out "Health Appraisal Form 211 S Insert"

12. State pupil's special aptitudes, interests and abilities, school services rendered and other information which will aid the high school in placing and programming the pupil. (Use reverse side, if necessary.)

13. If pupil's record shows any significant personal or social problem which requires attention, please check here ☐
Confidential File, check here ☐

14. Additional comments: (Use reverse side if necessary)

_____ Counselor's Signature _____ Guidance Office Phone _____ Principal's Signature

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BOARD OF EDUCATION
OF THE CITY OF NEW YORK

# APPLICATION FOR ADMISSION TO HIGH SCHOOL ENTRANCE EXAMINATION

FROM GRADE 8

This section to be filled in by applicant and parents.
Please print all entries.

| For school use only | |
|---|---|
| | Acc. |
| | Dea. |
| | Pend. |
| | Abs. |

To: _____ in September, 19____
Name of High School Selected by Applicant

Applicant's Name _____
Last First Middle

Home Address _____ _____ _____ _____
Floor/Apt. No. Boro and Zip Code Home Telephone

| Check one | |
|---|---|
| | Boy |
| | Girl |

Full Name of Parent or Guardian Mr. Mrs. _____ _____
First Name Last Name

From: ☐ Elem. school ☐ Int. or J.H.S. _____ _____ or ☐ Private ☐ Parochial _____
No. and Boro Name Name

_____ _____ _____ _____
Class School Address Boro and Zip Code School Telephone

Special course or specialty desired (See Directory of Public High Schools) _____

What special abilities or interests do you have which would qualify you for this course?

_____
_____
_____ _____ _____
Signature of Pupil Signature of Parent or Guardian Date

This section to be filled in by school

No. of days absent last year ____ If excessive please explain _____

Date of birth according to school records _____

## TEST DATA

| | Name of Test | Date | Taken in Grade | Results Grade Equivalents |
|---|---|---|---|---|
| Reading | | | | Voc _____ Par _____ |
| Arithmetic | | | | Comp. _____ Prog _____ |

This pupil is in:
Regular Class _____
3-year SPE _____
Career Guid _____
Other _____

If pupil has language difficulty, please explain _____

## SUBJECT RATINGS

| For EVERY applicant | Last June Final Mark | This Term 1st Quar. Mark | ONLY for applicant for Art, Music Vocational or Technical Course | Last June Final Mark | This Term 1st Quar. Mark |
|---|---|---|---|---|---|
| English | | | Art | | |
| Social Studies | | | Music – Vocal | | |
| Mathematics | | | Music – Instrumental | | |
| | | | Shop (_____) | | |
| Science | | | Shop (_____) | | |
| | | | | | |
| Foreign Language (Which? _____) - Level I | | | | | |
| or | | | | | |

| Check if pupil has known physical defects in | | | |
|---|---|---|---|
| Speech | | Orthopedic | |
| Seizures | | Cardiac | |
| Vision | | Allergies | |
| Hearing | | | |
| Other (specify) | | _____ | |

Should physical activities be restricted? _____
If "yes," please explain _____
_____
_____

For Vocational High School applicant, completely filled in Health Appraisal Form 17-S must be attached.

| Check Personality Rating | |
|---|---|
| Outstanding | |
| Satisfactory | |
| Needs improvement | |

Counselor's qualitative evaluation of pupil's aptitude for this course:
_____
_____
_____

Recommendation: Highly recommended _____ Recommended _____ Hesitate to recommend _____

_____ _____ _____
Counselor's Signature Guidance Office Phone Principal's Signature



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BOARD OF EDUCATION
OF THE CITY OF NEW YORK

# APPLICATION FOR ADMISSION TO HIGH SCHOOL ENTRANCE EXAMINATION

FROM GRADE 9

This section to be filled in by applicant and parents.
Please print all entries.

To _____ in September, 19____
Name of High School Selected by Applicant

| For school use only | |
|---|---|
| | Acc. |
| | Dea. |
| | Pend. |
| | Abs. |

Applicant's Name _____
Last First Middle

Home Address _____ Floor/Apt. No. _____ Boro and Zip Code _____ Home Telephone _____

| Check one | |
|---|---|
| | Boy |
| | Girl |

Full Name of Parent or Guardian Mr. Mrs. _____
First Name Last Name

From: ☐ High school ☐ Int. or J.H.S. _____ No. and Boro _____ Name

or ☐ Private ☐ Parochial _____ Name

_____ Class _____ School Address _____ Boro and Zip Code _____ School Telephone

Special course or specialty desired (See Directory of Public High Schools) _____

Applicant for VOCATIONAL High School must check one of the following:
Vocational ☐ Vocational plus College preparation ☐ Technical ☐

What special abilities or interests do you have which would qualify you for this course?

_____ Signature of Pupil _____ Signature of Parent or Guardian _____ Date

This section to be filled in by school

No. of days absent last year _____ If excessive please explain _____

Date of birth according to school records _____

## TEST DATA

| | Name of Test | Date | Taken in Grade | Results Grade Equivalents |
|---|---|---|---|---|
| Reading | | | | Voc _____ Par _____ |
| Arithmetic | | | | Comp. _____ Prog. _____ |

This pupil is in:
Regular class _____
2-year SP. _____
3-year SPE. _____
Career Guid. _____
Other _____

If pupil has language difficulty, please explain _____

## SUBJECT RATINGS

| For EVERY applicant | Last June Final Mark | This Term 1st Quar. Mark | ONLY for applicant for Art, Music Vocational or Technical Course | Last June Final Mark | This Term 1st Quar. Mark |
|---|---|---|---|---|---|
| English | | | Art | | |
| Social Studies | | | Music – Vocal | | |
| Mathematics – General | | | Music – Instrumental | | |
| 9th Year Math (Algebra) | | | Shop (_____) | | |
| Science – General | | | Shop (_____) | | |
| Earth Science or Biology (CROSS OUT ONE) | | | | | |
| Foreign Language - Level I | | | | | |
| (Which? _____) - Level II | | | | | |

| Check if pupil has known physical defects in | | | |
|---|---|---|---|
| Speech | | Orthopedic | |
| Seizures | | Cardiac | |
| Vision | | Allergies | |
| Hearing | | | |
| Other (specify) | | | |

Should physical activities be restricted? _____

If "yes," please explain _____

For Vocational High School applicant, completely filled in Health Appraisal Form 17-S must be attached.

| Check Personality Rating | |
|---|---|
| Outstanding | |
| Satisfactory | |
| Needs improvement | |

Counselor's qualitative evaluation of pupil's aptitude for this course: _____

Recommendation: Highly recommended _____ Recommended _____ Hesitate to recommend _____

_____ Counselor's Signature _____ Guidance Office Phone _____ Principal's Signature

Name of School

Name of Principal

WORKSHEET FOR APPLICATION TO SPECIALIZED HIGH SCHOOL

Name _____ Date _____

Name of High School _____ Course _____

Date of examination _____

Preparation for examination:

Facts about the school:

---

Dear M _____:

On _____ at _____, _____
(date) (time) (name)

will be excused to take the entrance examination to _____

High School. Please do not mark him absent in your rollbook for that day.

Thank you.

_____
(Guidance Counselor)

Dear (Guidance Counselor):

I have read the above worksheet with my (son, daughter) _____.

I hereby give permission for (him, her) to travel to _____

High School to take the entrance examination on _____.
(date and time)

_____
(Parent)

## IMPROVING STUDY HABITS AND SKILLS

As an integral part of the educational staff, the guidance counselor in the middle school is directly concerned with the educational success of each pupil, and therefore he works with pupils, teachers, and parents to provide guidance in learning how to study.

All children need continuing emphasis on developing good study habits and skills. To cope successfully with the academic demands of the school, children need to learn how to take notes, organize a notebook, summarize assigned reading material, outline and write a report, memorize material, and review for an examination. Studying also means knowing how to prepare for daily lessons, budget time, avoid distractions, find a comfortable working place, and have the necessary materials at hand.

Specific lessons devoted to work-study skills are taught by subject teachers, usually in conjunction with the subject matter to be mastered. The role of the counselor is to act as the catalyst in promoting interest in good study habits and in giving guidelines and suggestions, where indicated, to students, teachers, and parents.

### Diagnosing Deficiencies in Specific Study Skills

The counselor should review standardized test scores with teachers to determine their validity in light of a pupil's performance. Perhaps more current tests need to be administered. Certain subject diagnostic tests (e.g., Cooperative English; SRA Achievement Series; Gates-MacGinities Reading Test; Stanford Achievement Tests in Arithmetic, Social Studies, Science; teacher-made diagnostic tests) can be given to a pupil and examined to determine the specific difficulties he is having in a particular subject area. The results would be a valuable aid to the subject teacher as well as to the counselor.

While effective studying involves a number of specific abilities, generally there is a direct correlation between a student's ability to study and his ability to use printed materials. Reading skills thus become the principal ingredient in a pupil's ability to study. When a pupil is doing poorly in a specific subject, the counselor should consult the subject teacher to determine whether a reading handicap may be responsible, and he should arrange for remedial reading instruction, if indicated. The counselor prepares a case study that presents the pupil's needs and analyzes those factors which are preventing him from achieving academic success. Information for this case study is gathered from interviews with the pupil, his parents and teachers, pupil observations, review of records, and pupil personnel conferences.

### Working with Pupils

There are a number of areas which the guidance counselor may wish to explore in working with pupils to improve their study habits.

In what physical condition are they? Are they getting proper food, sufficient sleep, adequate exercise, professional medical attention?

Is the home environment satisfactory for studying? Do they have a quiet

atmosphere in which to work, a minimum of distraction, adequate room and light, necessary materials and tools?

Is their attitude conducive to studying? Do they have a positive attitude toward doing their school work? Do they set goals for themselves? Have they learned to cope with worries and interferences?

Pupils should be encouraged to discuss their own experiences and difficulties, and to engage in self-evaluation and planning of activities.

Following are some tips for improving study habits and skills that the counselor can discuss with pupils:

planning the day's work (writing down assignments carefully, taking responsibility for understanding the assignments, organizing and classifying notes, budgeting time, meeting deadlines)

studying effectively - the SQ3R Method

S = Surveying the material for an overview, noting headings, sub-topics, key sentences, summaries

Q = Question - turning the headings into questions to be answered through reading

R = Reading carefully to answer the questions formulated

R = Recall - reciting the material in one's own words to test understanding

R = Reviewing the material to test learning

going to each class prepared to take part in the discussion (by reviewing beforehand)

developing note-taking skills (overview, key words, clues, conclusions, headings, summaries, use of file cards and personal shorthand)

report-writing (research and reference, notes, outlining, writing the first draft, rewriting, checking for mechanics)

preparing for an examination (organizing notes, getting an overview of one's strengths and weaknesses, allowing adequate time for review without cramming, anticipating questions, checking comprehension, discussing content with another person)

taking tests (reading directions and questions carefully, getting an overview, doing first the questions which are easiest, leaving time for checking)

Pupils who follow these suggestions and who have been helped in acquiring incentives for studying (i.e., better grades, happier home life, self-satisfaction, achievement of goals, class status) will tend habitually to

use these study procedures. There usually is a direct relationship between the approval a student receives and the amount of time and energy he will expend on developing study skills and habits. The counselor, therefore, is not only providing guidance in proper study procedures which the student can use in doing his homework, but he is also providing the support and reinforcement which will give impetus to continuing effort on the part of the student.

Acting as a Liaison Between Teacher and Student

The counselor, by communicating with the teacher, is in a position to assist in the proper class placement of the pupil and to evaluate his overall academic progress. If he is not achieving up to his ability, the counselor may act as a resource person in exploring the causes of the difficulty.

The counselor may check whether the pupil clearly understands what is expected of him and what procedures he should use in doing the assigned task.

His work can be evaluated by the teacher and by the pupil himself in the light of the study skills that were used. The counselor may then work with him to correct the causes of poor study habits.

With unmotivated pupils or those having difficulty in concentrating for a long period of time, the counselor can plan with the teacher to set up a program of short-range goals, e.g., a brief assignment, a new skill, with all the reinforcement and encouragement needed to assure success.

Teacher-counselor conferences will help the counselor learn more about the problems faced by teacher and student in a particular area. Through the counselor, in turn, the teacher may be helped to analyze the pupil's difficulties in attacking the learning task. By assisting in the developing of good study habits and skills, the counselor as a liaison person can be of specific value to teacher and pupil in the educational process.

Working with Supervisors and Administrators

The guidance counselor's role in the development of a coordinated school effort to improve study habits and skills is to interpret student needs to the staff and administration. If provision is made to teach students how to study effectively, all the students in the school will benefit.

Following are some suggestions which the counselor may submit to the principal for implementation in this area:

a portion of each subject period devoted to supervised study
in larger units of work, certain periods devoted to supervised study
individual teachers designated as study specialists to help pupils study in specified periods during the school day
study specialists, designated by the principal, utilized before or after the regular school day to help pupils learn how to study
upper classmen and paraprofessionals assigned to work with pupils directly in the classroom
a study club initiated, with pupils who know how to study helping those having difficulties in studying

- a period of supervised study included in the after-school tutorial program
- a homework-helper club using volunteer upperclass pupils, or pupils paid by special programs, to assist with supervised study

These are only some of the many plans which might be devised, depending upon the needs of the student body and the school.

Working with Parents

An important function of the guidance program is to enlist the cooperation of parents in encouraging their children's learning efforts and in overcoming problems related to improper study habits. The counselor, working with parents individually or in groups, helps them to be aware of the relationship between study habits, class marks, and test scores, and the need to provide an environment conducive to study. This includes not only the physical setting but also a climate of interest, encouragement, and recognition.

Parents should be advised to contact the counselor if their children encounter academic difficulties. The counselor may inform parents how to avail themselves of the tutorial and remedial resources of the school for their children. Often the counselor is the parents' chief source of feedback regarding their children's general school performance and progress.

From parents' attitudes toward their children's school work and from their perception of the education program and its goals, the counselor and parents often learn how the home and community affect their children's interest in school work and, consequently, their study habits.

Practical Suggestions for Improving Study Habits and Skills

1. Prepare or purchase materials to be used on the overhead projector for demonstrating study techniques. Keep on file in guidance office and make available for use in group guidance, subject classes, parent workshops, and teacher conferences.

2. Consult the department chairman in each subject area and suggest that he prepare a list of tips and techniques for effective study in his particular field. Have a student faculty committee compile these into a useful guide to be distributed to pupils, teachers, and parents.

3. Have students prepare wall charts on the SQ3R study method for mounting on the bulletin board in the guidance office and in individual classrooms.

4. Help students organize a study club for advanced pupils to help other students with study skills.

5. In the group guidance or subject class, use one of the many available films or filmstrips on study skills.

6. Prepare a simulation involving a student who is going to have an examination the following day and encounters many distractions. Ask the students how they would handle each of these situations.

7. Ask students to prepare a schedule for their use of after-school time so that they can become involved in recreational activities without neglecting their studies.

## TESTING PROGRAMS

Since the maximum growth and development of every pupil is the aim of the schools, frequent assessment of academic abilities, readiness levels, and rates of achievement need to be made. The testing program provides one of the many evaluative devices for counselors, school staff, parents, and pupils. Many standardized tests are available which provide relatively objective indications of abilities, achievements, potentialities, and interests.

Tests themselves are far from perfect measuring instruments. The attitude and motivation of the person taking a test and the conditions under which he takes it influence the test results. No single test or battery of tests is capable of estimating completely a pupil's ability to learn and achieve. Neither teacher nor parent should consider test results the only criterion of school success. Determination, interest, sincerity, drive, and other personality factors have much to do with success in school and in later life.

### Major Values of a Testing Program

Tests are instruments used by the professional staff in the overall counseling and guidance process. A comprehensive and coordinated testing program should

offer a general idea of existing abilities and potential capacities for learning at a specific time
provide objective measurement of achievement
supplement information obtained from records and observation
offer the opportunity, when properly interpreted, to discover whether achievement is consistent with learning capacity
aid in the detection of scholastic disabilities of which the teacher may not be fully aware
give the pupil a clue to his own progress
bring to light specific interests
facilitate placement in special groups, e.g., drama, creative writing, instrumental talent classes, and enrichment programs
provide a basis for counseling sessions related to high school selection, high school courses, and vocational planning
furnish local norms for the school
indicate emotional disturbances to a qualified clinician

### Administration of Group Tests

The counselor acts as a resource person to the administrator or supervisor in charge of the testing program. Tests should be administered in an atmosphere that lessens anxiety. Proctors should understand the goals of the testing program, provide reassurance and give clearcut, uniform directions.

### Orientation to Testing

Test-taking can be an anxiety-provoking experience that may help destroy the teaching-learning process, rather than aid it. When pupils are being tested, they frequently feel that something is being done to them rather than for them. For some, testing may be a threat to the ego.

Proper use of tests and an appreciation of the emotional problems posed for some pupils by this evaluation procedure will aid in dispelling anxiety and will enhance the positive aspects of the testing program. All school personnel involved in testing should be aware of the goals and purposes of the standardized testing program. This knowledge will aid the teacher in communicating positively to pupils what the test will entail in time, format, and content. Proper orientation toward testing can help pupils learn to meet challenges more confidently, evaluate their own strengths and weaknesses more objectively, and make decisions about their future more realistically.

Interpretation of Test Results

Test results should be reported to students, school staff, and parents as soon as possible so that the test can become an integral part of the educational process. Where there has been a time lapse, it would be helpful to review the purpose of the test and some sample questions from it.

Test results should be interpreted to students individually or in groups, as time and circumstances indicate. The counselor should explain the meaning of scores in terms that are intelligible to pupils and parents, discuss the ways in which they measure strengths and weaknesses, and explain how they relate to pupils' interests and goals.

The counselor may have each student analyze his own test results on a pupil profile chart, which can be explained through use of chalkboard, large wall chart, or overhead projector. With an individual profile sheet and a copy of his scores, each pupil can plot his own profile against national norms and local norms in different colors. Thus he can see how he stands in relation to his own peers in the community as well as in the nation as a whole. Individual appointments with the counselor may follow.

The norm on a standardized test should be looked upon as an average, not as a goal to be reached by everybody. Pupils should not be made to feel that they are being stigmatized if they do not fall within the normal range. In interpreting test results, counselors and teachers should take into consideration all other relevant data, such as academic achievement, health status, and home background. Tests deal with only some of the desirable outcomes of education, and they should be viewed in the total context of the evaluation of a pupil.

As soon as results of standardized tests are available, teachers should be given an interpretation of the scores. This may be done by the school principal, assistant principal, or guidance counselor at a school faculty conference or other meeting designated by the principal. The interpretation should include comparative information. How do students in this school compare on this particular test with students of other schools in the community? How do they compare on this test nationwide? citywide? How does one class compare on this test with other classes? one grade with another? What implications do these results have for students in this school? for classroom teachers? for changes in the curriculum?

Parents should be given pertinent information about tests and test results. A pupil's performance on a test should be discussed with the parent in terms of strength or weakness in specific areas at the present time. The counselor has the responsibility to discuss with the parent the meaning of test results

in light of all other information concerning the pupil: observations of teachers, previous test results, academic achievement, and behavior and attitude of the pupil himself.

Since time does not permit a counselor to explain a school's testing program to each individual parent, group conferences on a class, grade, or schoolwide basis may be scheduled to provide general background information. The school's testing program may be the topic for a PTA meeting.

These meetings with parents should be scheduled at a time when student test results are about to be distributed or have been distributed.

In interpreting test results to pupils, school staff, or parents, counselors should emphasize that tests are tools whose value depends chiefly on the skill of the user and the use to which they are put.

Types of Tests

Tests can be classified in terms of the purpose for which they are designed, e.g., mental ability, intelligence, or scholastic aptitude tests; aptitude tests in specific areas; achievement tests; interest inventories; and personality inventories.

Group intelligence tests are not administered in the New York City schools. The only tests used in the New York City public schools for measuring intellectual aptitude are the Stanford-Binet Scale and the Wechsler Intelligence Scale, which are administered individually only by a Bureau of Child Guidance psychologist. Within the educational setting, these tests are used only in cases when it is essential to have the most accurate indication of the pupil's intellectual potential. They are administered by psychologists to screen pupils for special class placement, to gain a better knowledge of the intelligence level of the pupil who does not seem to be functioning normally in class, or to test emotionally disturbed pupils who have been referred to special services such as the Bureau of Child Guidance.

To measure achievement, the New York City schools use the Metropolitan Achievement Tests in reading for grades 2-9, and in arithmetic for grades 3,5, 6, and 8.

Counselors often administer interest and personality inventories, such as the Kuder Preference Record or General Interest Survey, individually or in groups, not to make an evaluation but rather to focus on the characteristics of each pupil for counseling purposes.

Even though standardized instruments for measuring achievement have come into wide use, the examination constructed by the teacher still remains the most frequently used means of measuring the achievement of pupils. In evaluating the potential or performance of a pupil, the counselor will find it helpful to consult the teacher about the pupil's performance on informal teacher-made achievement tests.

Practical Suggestions for Testing Programs

1. Analyze students' strengths and weaknesses as shown by a standardized test they have taken recently. List, for example, the common mistakes that were made on the reading test. Follow up by alerting students,

subject teachers, and possibly parents, to the needs of each student as revealed by the test.

2. Brief the faculty on the goals of the testing program and give suggestions for administering tests.

3. Use the overhead projector at a faculty conference to present a school profile of test results for the purpose of evaluating the student body and the school program.

4. At a grade meeting, parent workshop, or parents' association meeting, distribute sample questions from one of the aptitude tests. The counselor may explain norms, percentiles, student profiles, and other terms.

5. Attitudes towards tests and test results may be discussed in group guidance classes and in developmental counseling sessions.

6. The following uses for tests may be examined in group guidance or counseling sessions: job entry, admission to special programs, high schools and colleges, apprenticeship training.

7. Provide guidelines for teachers for the use of tests for instructional purposes.

8. In group counseling, discuss the value of tests, the anxiety produced during test-taking, preparing for tests, and failure as a learning experience.

## CAREER GUIDANCE

A person's work is probably the most dominant single influence on the course of his life. It affects his family structure, his social and intellectual activities, his economic status, his personality, and his happiness.

The career guidance program in the middle schools is based on the premise that the choice of a lifetime career should be a conscious process that results from self-appraisal and a knowledge of the world of work. It focuses on helping pupils understand themselves in relation to the world around them and on learning how to explore career opportunities which are consonant with their abilities and interests.

Although the pupil is exposed to career guidance throughout his school years, he needs special emphasis in this area in the middle school. Here for the first time he finds a greater concern with subject matter. He is searching for identity, and at the same time transcending the fantasy stage and tentatively making plans for the future.

The guidance counselor is responsible for involving students, school staff, parents, and community in the total process of career development. A twofold approach is suggested: individual and group counseling to develop self-awareness and the decision-making skills necessary for appropriate career choice; and a study of occupational information to increase knowledge of the world of work.

### INDIVIDUAL AND GROUP COUNSELING

One of the counselor's specific goals in individual and group counseling is to help pupils learn about their personal traits and value systems as objectively as possible, to understand how these relate to educational and occupational success, and to work for change, where necessary. The counselor should encourage pupils to think objectively about themselves and to develop their aspirations and expectations in consonance with their aptitudes and abilities. To assist the pupil in making realistic self-appraisal, the counselor may employ such evaluative techniques as test results, ratings by teachers, estimate of the pupils' abilities by parents, as well as the use of interest inventories and personality checklists. In order to achieve these counseling goals, the counselor will frequently employ, in addition to individual and group counseling, intervention techniques to modify the classroom, school, home or community environment. For example, the counselor might help the student avail himself of opportunities for volunteer work within the school setting or the community which will be ego-building and gratifying. For another example, the counselor might consult with the teacher to provide the student with experiences that will lead to success in immediately achievable goals.

The counselor should help pupils develop reasonably accurate perceptions of themselves, recognize their strengths and work toward reinforcing them, and acknowledge their weaknesses and make plans for overcoming them. Through this process, pupils can learn how to explore occupational fields in which they can have a promise of success and happiness. An understanding of the life style of the pupil and his socio-economic orientation can assist the counselor in helping him fulfill his potential.

For specific techniques in individual and group counseling and in group guidance, see sections beginning on page 105 and page 112.

DECISION-MAKING SKILLS

Another of the counselor's goals is to help pupils develop decision-making skills. Encouraging pupils to accept responsibility in the decision-making process is a major goal of the career guidance program.

Through individual and group counseling, pupils can be helped to relate educational and occupational information to themselves, clarify alternatives, and evaluate possible choices. The counselor assists in formulating an objective evaluation, balanced by sensitivity to the needs and aspirations of the pupil. Frequently the counselor helps the pupil to see himself in the light of new facts and opportunities heretofore unrecognized.

The counselor can utilize various techniques to encourage pupils to develop decision-making skills.

The counselor might present a problem for discussion such as this: "Jim wants to work in electronics. In reading about qualifications for this field, he notes that color discrimination is necessary. Jim is color-blind. What should he do?" The counselor might help students explore similar occupations such as electrical installation and practice, which does not require color discrimination.

Another type of case study might involve the whole group in a discussion of the problem of a boy whose interest and ability in art are derided by his father, who feels that his son can never earn a living in this field or even afford to attend art school. In the course of the discussion of this problem, pupils can learn about the various financial aid programs, criteria for success in the art field, and the varied fields in which the application of artistic ability can be both financially and personally rewarding. The boy's relationship to his father as he evolves his career plans can be a topic for further discussion.

Another technique which may be utilized is that of the life-career game, in which a member of the group makes a selection of a particular career. Other members of the group question him about the rationale for his choice, the extent to which he has evaluated his own chances for success in this field, his qualifications, and the way in which his choice would fit into the life style which he sees for himself.

Open-ended sentences can evoke ventilation of feelings and the insights which come from recognizing that everybody shares similar feelings and problems. Some examples of these might be:

"People like me become ... "

"When I graduate ... "

"My parents want me to be ... "

"In five years I expect to be ... "

"In ten years I expect to be ... "

"Everybody says that I can ... "

Panel discussions, drawing from life experiences, where participants of the group interact with the speakers and with one another can be utilized.

One example might be a panel discussion on factors that are important in making a decision, with the participants using life experiences, such as "Is it possible for a career woman to have a home and children?" "How can my high school choice affect my career goals?"

Other topics could focus on ideas in the form of debate, such as advantages and disadvantages of an occupation, professional and non-professional training, or education vs. employment. The opportunity to hear conflicting points of view can often crystallize the decision-making process.

Another useful approach is role-playing to demonstrate valid reasons for making occupational choices. For example, a situation can involve a boy, Mike, and his counselor role-playing a scene in which Mike expresses his desire to take a radio-TV course. In the course of the interview, it becomes apparent that Mike's choice has been influenced by a number of his friends who are enrolled in such a course. The group observing this dramatization will be encouraged to examine attitudes and values objectively and to acquire a more realistic perspective on career choice.

Pupils can be encouraged by the counselor to acquire all-inclusive information-gathering techniques which make use of "live" and printed sources of information. They should learn to weigh the alternatives and possible outcomes predicated on the information they have gathered, and their own responsibility for the decisions they have arrived at. Since this is the maturational period suited to exploration and information-gathering rather than final occupational decision-making, investigating possible opportunities and alternatives should be a continuous process.

Developing decision-making power needs to be stressed as a life approach and built into pupils' reactions to problems. The concept of not accepting less than full information before coming to decisions or conclusions needs reinforcement. Experiences in decision-making should be shared and utilized in group situations as well as in individual approaches.

To help students develop decision-making skills, the counselor in the middle schools can proceed from an application of these skills to everyday problems and eventually reach the more critical decision points. By providing students with opportunities to evaluate alternatives, exercise options, and understand the effects, both immediate and long-range, of their behavior, the guidance counselor will effect an integration of guidance, instruction, and curriculum efforts.

Students in the middle schools are faced with many critical decisions such as the following:

What high school curriculum shall I choose?
Should I try drugs?
Should I drop out of school?
Should I plan to go to college?
Should I take the risk of doing_____?
Should I make my own decisions or do what my parents decide?

Yet, without training in decision-making, students frequently make unwise and unrealistic decisions about major problems. Young people who are asking

for greater freedom and control over their own lives will need a great deal of help if they are to become effective and responsible decision-makers.

What are the factors that should determine choice in the decision-making process?

personal values
available alternatives
risk involved in each alternative
long-and short-range objectives
organized research, evaluation, utilization of information

## STUDY OF OCCUPATIONAL INFORMATION

In a study of occupational information, it is essential to engage the pupil directly in the process of planning, gathering relevant data, and considering opportunities and alternative choices. One desirable approach is to deal initially with job families, that is, broad areas of occupations encompassing a wide range of abilities and training. The occupational guidance program in the middle schools should introduce pupils to a broad spectrum of careers within which successively narrower choices will be made as pupils grow in maturity and knowledge. A widening of horizons should be the primary goal.

Since parents play such an important role in the career development of their children, they should be encouraged to become involved in the career guidance process through parent and community group meetings as well as through individual conferences. To highlight the occupational implications of school subjects and to enlist participation in career meetings, the counselor would also work with members of the school staff and the community.

### Labor Market Characteristics and Trends

It is necessary for the counselor to be aware of the dynamics of the career picture as it is constantly being modified by the forces of technological and social change. Knowledge of national and local labor market characteristics and trends will help the counselor and pupils understand the current patterns of occupational opportunities.

Pupils need to be made aware that New York City, like other large industrial centers, is undergoing rapid change in the character of its labor force. As a result of automation and technological development, thousands of unskilled and semi-skilled jobs have been eliminated, and many new positions requiring specialized skills and higher education have been created. With the continuing exodus from the city of industries which employ blue-collar workers, and with the increase in the number of business offices, there has been a growing demand for people with clerical, secretarial, and executive skills. For minority group youth, especially, it is important to recognize that times are changing and that many fields and educational opportunities formerly closed to them are now open to all qualified applicants.

Recent reports indicate that

education and training are the key toward upward mobility

automation and technological change are producing an increase in demand for specialized jobs requiring specialized training

as machines take over more and more of the routine work, there will be a greater demand for people with thinking ability and creativity

in addition to the skills required for a specific job, skilled workers need training in large job areas with related skills

there is a direct ratio between income level and number of years of schooling, so that lifetime earnings for high school graduates are generally higher than for non-graduates, and lifetime earnings for college graduates are generally higher than for high school graduates

employers seek people with higher levels of education to fill positions requiring more complex skills

nine out of every ten women will be gainfully employed during some part of their lives; in the 1970's more than one out of every three workers will be a woman, and therefore, women need to be prepared for the dual role of homemakers and career women

in the 1970's more workers will have completed high school, more will have gone to college, and fewer will be high school dropouts

the demand for skilled workers will continue to increase, and construction mechanics and machinists will command substantial earnings, reflecting a high level of skill and extensive training

national patterns indicate that the number of persons engaged in semi-skilled occupations is being most seriously reduced by automation, and continuing attrition will take place

the growth pattern of service industries will create a need for more workers, particularly in white-collar jobs

the necessity for personnel to fulfill the demand in professional and technical occupations will be acute, especially in health services

Occupational Information Resources and Activities

Part of the basic resources of the guidance office should include the most current editions of the following materials:

publications and newsletters of government agencies (Dictionary of Occupational Titles; Occupational Outlook Handbook; Occupational Outlook Quarterly; Bureau of Labor Statistics' Manpower Trends.)

career pamphlet file (periodical career briefs; brochures issued by business, labor, government, and professional associations)

current reference books on career development

audiovisual aids (slides, filmstrips, films, and tapes)

occupational literature, both fiction and non-fiction (vocational guidance manuals; career series; career romances and biographies)

To update occupational materials, sources such as professional newsletters and journals will be most useful.

To provide firsthand occupational information, the counselor may call upon guest speakers from various career areas: graduates of the school now in high school, college, or a job; representatives from business, trades, or professions; parents and other members of the local community.

All available resources can be used in a variety of activities to promote better understanding of occupational information:

group guidance sessions employing such techniques as research, panel discussions, role-playing, and interviews

career clubs, such as "future teachers," "future doctors," "future technologists"

career conferences to present in-depth discussions of one or more career fields

field trips to see people actually at work in places of business and industry, schools, hospitals and medical centers, and government offices and agencies

Group Guidance Sessions. During the year, groups that are class size or smaller can meet with the counselor for a series of sessions on career guidance during periods scheduled for group guidance or at other times arranged by the school administration.

Through research and investigation, using such resources as the Dictionary of Occupational Titles and the Occupational Outlook Handbook, pupils can be introduced to the world of work. They should be helped to realize that, somewhere among the 40,000 different jobs in the United States today, each person can find one or more occupations that will make use of his particular abilities and talents. These volumes will at the same time furnish specific details that provide an accurate informational background.

The directory, The Public High Schools of New York City, can be utilized to make pupils aware of the opportunities in New York City high schools for free and comprehensive training in technical, commercial, and vocational fields in addition to college preparation.

Pupils should be made aware of a variety of sources of information and ways in which to utilize them. The school librarian is an appropriate resource person to develop the necessary research skills and to furnish additional materials available in the school library.

Pupil participation in discussions, role-playing, and mock interviews will offer an opportunity to synthesize occupational facts with a pupil's individual aptitudes and interests.

As a result of the group guidance sessions, the counselor may identify some pupils who have particular problems or questions that require follow-up in an individual interview.

Career Clubs. A core of pupils interested in a particular occupational area might represent the nucleus of a career club such as Future Teachers, Future Nurses, or Future Scientists. The participants would seek opportunities for becoming familiar with requirements in their field of interest and for participating in activities related to the occupation. In assemblies, newsletters, and group guidance sessions, the club members can share their activities with others. Functioning as a team, the counselor and the club adviser can provide a meaningful experience in career education.

Career Conferences. Career conferences are a device to bring together pupils who are interested in a particular occupational area with people working in the field who can supply first-hand information.

These conferences may be of various types:

day school career meetings
school "career days" or "career nights"
districtwide career conferences
career conferences of outside agencies

Day School Career Meetings. To facilitate the planning of a series of day school career meetings, possibly on a monthly basis, the counselor can determine the career interests of pupils by making a survey using such questions as, "What occupation do you think you will enter?" "If you had your choice, which occupation would you choose?" "Which occupational fields would you like to know more about?" "What is your father's (or mother's) occupation?" The particular needs of pupils, opportunities for broadening horizons, and relationship of school subjects to careers should be considered by the counselor when formulating the schedule. Having ascertained the occupational areas to be explored, the counselor can make arrangements for guest speakers. Local business associations, parents' associations, community groups, the guidance supervisor, and the Bureau of Educational and Vocational Guidance may be contacted for assistance. When possible, guest speakers may be sought from among the parents of pupils, since they provide familiar and realistic role models.

A career conference calendar for the term, such as the one on page 52, may be posted in the guidance office, classrooms, and other prominent locations in the school to publicize the meetings well in advance so that all interested pupils in the grades invited may plan to attend. Arrangements may be made in advance for pupil registration.

Pupils are usually given preliminary briefing on the subject of the conference and are helped to prepare questions for the speaker.

Before the conference the counselor should discuss its format with the guest speaker. It might be lecture, film presentation, discussion, question-answer period, demonstration, or a combination of these formats. For the guest to be most effective, he should be made aware of the general interests and abilities of the group.

Arrangements must be made with the school administration to schedule

Name of School

CAREER CONFERENCE CALENDAR
Fall 19--

| Date | Topic | Speaker and Organization | Classes Scheduled | Period | Room |
|---|---|---|---|---|---|
| 11/18 | Mathematics & Careers | Dr._____ _____College | Math 2 and Trig 1 | 2 | 518 |
| 11/19 | Astronomy & Careers | Dr._____ _____University | Earth Science 2 Physics 2 | 5 | 518 |
| 11/20 | Accounting | Mr._____ CPA, A Y & Co. | Acct 4,5,6 | 4 | 518 |
| 11/23 | New York Tel. | Mrs._____ Mr._____ | CP 5,6 Off Mach 1 | 3 | 518 |
| 11/24 | Modern Languages & Govt. Careers | Dr._____ _____College | Spanish 4,5,7 Fr. 6,7;Heb.5,7 Rus. 6 Chin. 5,6 | 5 | 518 |
| 11/25 | Librarian Careers | Miss_____ Board of Educ. | Eng. 8,9 | 4 | Library |
| 11/30 | Registered Professional Nurse | Mrs._____ B'klyn Jewish Hosp. | Chem. 1 Bio. 2 | 3 | 518 |
| 12/1 | Medical Doctors | Dr._____ | Chem. 1 Bio. 2 | 2 | 518 |
| 12/2 | Teaching in N.Y.C. Schools | Mr._____ Board of Ed. | Eng. 9,6 Span. 3 | 8 | 518 |
| 12/3 | Psychologist | Dr._____ Bureau of Child Guid. | Eng. 6,7,9 | 2 | 518 |
| 12/4 | Retailing | Mr._____ _____Dept. Store | Mdse & Sales 3,4 | 6 | 518 |
| 12/7 | Architecture | Mr._____ _____School of Design | Mech. Dr 2 Basic Art 1,8 | 2 | 518 |
| 12/8 | Hotel Technology | Miss_____ _____ Community College | Am.Hist. 1 Eng. 6 | 8 | 518 |
| 12/10 | N.Y.C. Police Dept Careers | Lt._____ Police Academy | Am. Hist. Eng 7 | 3 | 518 |
| 12/11 | Hotel Careers | Mr._____ _____Hotel | Off Mach 1 Mdse. & Sales Type 3 | 5 | 518 |
| 12/12 | Apprenticeable Trades | Mr._____ Joint Apprent. Prog. | Shop 1,2 Mech Dr 1,2 | 7 | 518 |
| 12/14 | X-Ray Tech, Lab Tech, & Medical Tech. | Mr._____ _____ School for Physicians' Aides | Bio. 1 Chem. 2 | 5 | 518 |
| 12/15 | Electrical Engineering | Mr._____ _____Institure | Int Alg. 1 Chem. 1 | 7 | 518 |
| 12/16 | Practical Nursing | Miss_____ _____Hospital | Phys. 1 HN 1 | 3 | 212 |
| 12/17 | Secretarial Careers | Mrs._____ _____College | Type 2 Sten.3 | 8 | 518 |

conferences, release pupils from regular assignments, and provide an adequate meeting place.

An informal presentation usually takes half of the career conference time. The other half is given over to questions from the floor. Pupils generally want the following information:

factors which determined the career choice of the speaker
kind of work done at various job levels
education and training necessary for the beginning worker in the field
promotional and specialization opportunities
personality factors that play a part in success in the field
advantages and disadvantages of this type of work
general salary range
working conditions
employment outlook for the future

Group and individual counseling sessions provide the counselor with the opportunity to guide further exploration, clarify misconceptions, and provide follow-up on special interests.

School "Career Days" and "Career Nights." As part of the year-long regular series of group conferences, the counselor may organize a committee consisting of pupils, teachers, parents, and community groups to plan a special "career day" or "career night" program as a schoolwide activity. A broad spectrum of occupational and educational opportunities can be presented simultaneously to permit pupils to select those areas in which they are most interested. Such a program also provides parents, faculty, and members of the community with an opportunity to learn about the many occupational choices open to young people. The conference program should be made available to the pupils in advance to enable them to decide on the two or three speakers of greatest interest to them. Speakers should be selected who are knowledgeable and representative in their field, and capable of addressing a youthful and impressionable audience. They should be ready to provide information, answer questions, and distribute pertinent materials.

It is important that the career conference committee consult the school administration to facilitate any special arrangements involving programing, time schedules, use of building, and staff and pupil assistance The committee may enlist the cooperation of teachers, pupils, parents, and community groups to decide on the scope of the conference, suggest speakers, reproduce invitations, prepare the program, provide publicity, receive guests, and assist during the career day or night activities.

The program should be arranged so that there is a general meeting for all participants followed by workshops for in-depth discussion of specific career areas. Each student should be able to attend two or three occupational areas in the time allotted for the conference.

Follow-up activities after such career day or night conferences might include the following:

reaction to the meeting elicited from all participants

suggestions for topics for future career day programs

setting up of library exhibits of books and pamphlets pertaining to careers discussed

presentation of films, filmstrips, and tapes regarding specific careers

field trips to observe people on the job

role-playing the job situations described

self-evaluation to ascertain sustained interest, required abilities, etc.

creative writing based on imaginary pictures of themselves working in one of these occupational areas and their life style at the time

individual or group counseling to help students conceptualize these experiences

To assist counselors and other school and district personnel in planning career conferences, a Student Registration Form and an Outline of Activities may be used. (See pages 55 and 56.)

Districtwide Career Conferences. In addition to schoolwide career days and nights, counselors in several schools may wish to coordinate their efforts to plan a districtwide career conference in one of the middle schools in the district or in a local high school or other community facility. In such a conference there would be plans for adequate representation from business, industry, the professions, and college and training programs. Invitations would be extended to members of the community representing a wide spectrum of occupational endeavors, such as merchants, artisans, civil service employees, sports figures, and others who could serve as role models.

Such districtwide career conferences would involve the cooperation of parents, students, teachers, supervisors of guidance, principals, and members of the community.

Career Conferences of Outside Agencies. In cooperation with the career conference liaison person in the school, counselors can encourage pupils and their parents to attend citywide career conferences sponsored by professional, business, and community organizations. These conferences are devoted to an in-depth exploration of opportunities and educational requirements in specific occupational areas, such as food service, medicine, professional nursing, social work, apprenticeable trades, and many other fields.

Field Trips. Field trips provide an opportunity to see people at work in various kinds of public and private enterprises, to provide specific job information, to stimulate occupational awareness, to broaden interests and experiences, to raise aspirational levels, and to present successful role models.

Before the trip, counselor and pupils should discuss appropriate dress and behavior, trace the route to be traveled, and decide what they wish to see and what they want to learn. In cooperation with the trip sponsor, time should be allotted after the tour for the pupils to question a representative of the facility.

The program of field trips might include such places as: department store, retail food store, telephone company, manufacturing plant, airport, pharmaceutical manufacturing company, newspaper printing plant, hospital, bank, hotel, Police Academy, Fire College, post office, court, New York State Employment Service office, United States Social Security Administration office, high school, community college, four-year college or university.

The trip should be followed by an evaluation in terms that are meaningful to the pupils. They might be asked to complete a questionnaire such as the one on page 57.

CAREER CONFERENCE
(date)

Student Registration Form

1. Name _____
2. Address _____
3. Apt. No. _____ Tel. No. _____
4. School _____
5. Grade _____ Age _____
6. Father's usual occupation _____
7. Mother's usual occupation _____
8. Other occupations in the family _____
9. Write below the kind of job that you are interested in _____

_____

_____

_____

(Name of School or Community District)
CAREER CONFERENCE

Outline of Activities

I. Objectives: Explanation of goals (immediate and long-range objectives)

II. Planning Committee: Procedures to be followed in selection of members

III. Participating Schools and Agencies: Selection, approach, follow-up

IV. Development of Plan

A. Meetings
1. Planning Committee
2. Meetings with school officials
3. Meetings with students
4. Meetings with staff members
5. Meetings with community agencies

B. Printed Material

C. Pre-registration

D. Consultants: Procedure to be followed in
1. Choosing consultants
2. Requesting consultants
3. Contacting consultants
4. Assigning consultants
5. Notifying consultants
6. Following up on the consultants

E. Literature on Areas of Information: Procedures to be followed to request brochures, pamphlets, displays, etc.

F. Publicizing of Activity: Contacts to be made through newspapers, television, radio, posters, meetings, in-school activities.

V. The Career Conference

A. Drafting of Program
1. Sessions
2. Selection of participants
3. Grouping of students
4. Timing of program

B. Floor Plan

C. Personnel

D. Consultants: Steps to be taken
1. To register consultants
2. To assign consultants
3. To instruct consultants

E. Questionnaire for Follow-up

F. Panels
1. Personnel needs
2. Transportation of materials
3. Assigning of people

VI. Evaluation of Activity
1. By Planning Committee
2. By students
3. By guidance counselors
4. By staff members

_____ (Name)

OUR FIELD TRIP

Where we went:

How we got there:

Why we went there:

What we did when we got there:

What we saw:

Whom we met and saw and what they were doing:

What jobs we saw or heard about:

What was most exciting to me about the trip:

What job I thought most interesting:

Discussion should center around pupil observations and reactions to types of jobs, working conditions, number and kind of people employed, and general atmosphere of the place.

Pupils may be asked to make use of the information they learned and the materials they received on the trip in some of the following ways:

prepare a bulletin board

set up a library display

start an occupational scrapbook

draw a chart showing interconnecting jobs

prepare an assembly program

write an account of the trip for the school newspaper

report to their classmates

examine the high school directory for courses that prepare for the occupations seen

examine college catalogues to find programs related to occupations seen

role-play interviews for jobs seen

As a result of their study of occupational information, pupils should have an understanding of the

dignity of work

reasons people work

interdependence of workers

need to develop a healthy attitude towards work

meaning of job families and the interrelationship of jobs

relation of school courses and initial experiences to work

relation of personal qualifications to job requirements

information about the local labor market, technological change, and labor market trends

changing role of women in society

changing character of the economic world they live in

## SPECIAL PROBLEMS IN CAREER GUIDANCE

### Guidance of Disadvantaged Students

An important goal for the counselor in the area of career guidance is to help disadvantaged students bridge the credibility gap and recognize that times are really changing. The counselor needs to present evidence that people with education and training, regardless of ethnic or national origin, can now exercise options in determining their future and really find career opportunities open to them in their chosen fields.

Disadvantaged students, whose experience has led them to think of jobs as means of sustenance only, whose background has provided very limited exposure to careers, need extensive information about the world of work. They need counseling individually and in groups to help them test their interests and abilities in relation to higher education and careers. They need opportunities to voice their doubts and fears and to examine the experience of people who have "overcome." They need encouragement to develop the skills and inner strengths important to planning constructively for the future.

Those students who feel that they cannot see in their future the possibility of going to college, working in an office, joining a labor union, or entering a profession need counseling to develop the self-assurance necessary to raise their career sights.

To achieve this goal, the counselor needs to keep abreast of information about current educational and career programs that make special provisions for disadvantaged youth and about the career ladders in many occupational fields. He needs to find occasions for introducing minority group role-models who have succeeded in surmounting obstacles similar to those faced by these pupils. To overcome lack of confidence in the future caused by past patterns

of discrimination, the counselor needs to assist these pupils in applying realistic criteria for evaluating themselves and in developing an understanding of the importance of wise decision-making in planning for the future.

In the occupational files of the guidance department, there should be current information about special programs for minority group pupils, and these programs should be constantly publicized through bulleting boards, school and district publications, group guidance sessions, subject classes, and parents' and community meetings.

Among the many sources of information that will help the counselor keep abreast of such current information are the following:

Coordinators of special programs in schools, community districts, and central headquarters, such as Cooperative Education, College Bound, College Discovery, Correlated Curriculum, Pre-Technical, Towards Upward Mobility (TUM)

Admissions officers of two-year and four-year public and private colleges and universities with special programs for minority group youth, such as the CUNY Seek program and College Discovery.

Educational committee of organizations specializing in assistance to particular groups, such as NSFNS, ASPIRA, Urban League, etc.

Coordinators of career conferences sponsored by business, industry, government, and professional groups, such as New York Counties Registered Nurses Association, Social Work Recruiting Center of Greater New York, Jamaica Chamber of Commerce, Brooklyn Engineers' Club, etc.

Administrators of special scholarship and/or work programs in business and industry, such as Standard Oil Co., Chase Manhattan Bank, Con Edison, etc.

Directors of apprenticeship training programs in labor unions, government, and the community, such as the Joint Apprenticeship Program, New York State Department of Labor's Bureau of Apprenticeship Training, and individual craft unions, e.g., boilermakers, electrical workers, sheet metal workers, carpenters, plumbers, etc.

## Guidance of Girls

If present trends continue, great numbers of young adult women will be added to the labor force and many more mature women will return to work. Women in professional and technical fields, as well as in white collar and service fields, are expected to be in great demand. In health fields alone, there will be increased demand for physicians, dentists, professional nurses, medical X-ray technicians, occupational therapists, physical therapists, and medical technologists. Many of these jobs will be filled by women. With the nationwide decrease in demand for unskilled workers, there will be a strong demand for women with education, skill, and training.

With the increasing competition of men who are entering former traditional

women's fields such as nursing and teaching, women today more than ever need as much education and training as they can get in order to take advantage of a forecasted era of unprecedented freedom of opportunity for women workers.

Job differentiation on the basis of sex is more of a cultural than a biological factor. The concentration of women in clerical occupations, teaching, nursing, sales, and service is based on societal expectations rather than on sex-linked characteristics or aptitudes. The stereotype has already been broken by women who are now working in such occupations as electronics technicians, chauffeurs, cab drivers, truck drivers, machinists, city planners, doctors, dentists, computer programers, construction supervisors, and engineers.

The self-image of the individual girl is strongly influenced by society's expectation of her role. Although labor market analysts estimate that nine out of ten girls in school today will become workers at some time in their lives, many are still indoctrinated with the idea that work will be an optional, or an incidental part of their lives, if indeed they will ever work at all. Whatever their reasons for working -- whether to support themselves or their dependents, to supplement family earnings, or to seek self-fulfillment -- girls will need special help from counselors in career planning. For most girls, work will be supplemental to their major responsibilities of wife and mother during a significant portion of their lives. Their career patterns will include various combinations of work, school, and marriage. The two periods when women are most likely to work are during the early twenties and again from their early forties until the age of retirement.

Career exploration and planning for girls have equal importance with career exploration and planning for boys. Girls should be encouraged to select careers that will challenge their abilities and bring them self-fulfillment. At the same time, neither boys nor girls should be restricted to stereotyped choices based on traditional male or female roles. If many, or even most, women should eventually select careers as homemakers, nurses, or office workers, it should be as a result of personal decisions, reached after careful consideration of all options, not because they are restricted to "women's" jobs. In the same spirit, girls who opt for business, politics, or the professions should meet with no obstacles to self-realization.

The broadening career opportunities which will be opened to women place upon the counselor a special responsibility to raise and diversify the aspirations of girls, to assist them in achieving a satisfactory identity both as women and as workers, and to help them break past occupational stereotypes. Counselors are expected to be continuously alert to the changing values of the society for which young people are being prepared and to the importance of broadening the area of career planning for girls.

For current information about broader career opportunities for women, counselors will find it useful to contact organizations such as the following:

Women's Bureau
U.S. Department of Labor
Washington, D.C. 20210

Bureau of Apprenticeship and Training
Manpower Administration
U.S. Department of Labor
Washington, D.C. 20210

American Newspaper Women's Association
1607 - 22nd Street N.W.
Washington, D.C. 20008

American Society of Women Accountants
327 South LaSalle Street
Chicago, Illinois 60604

American Women's Medical Association
1740 Broadway
New York, N.Y. 10019

Association of American Women Dentists
6115 La Vista Drive
Dallas, Texas 75214

International Association of Personnel Women
405 Lexington Avenue
New York, N.Y. 10017

National Association of Bank Women
60 East 42 Street
New York, N.Y. 10017

National Association of Insurance Women
823 South Detroit Ave. Room 330E
Tulsa, Oklahoma 74120

National Association of Women Lawyers
American Bar Center
1155 East 60 Street
Chicago, Illinois 60637

National Council of Administrative Women in Education
1201 - 16th Street N.W.
Washington, D.C. 20036

Society of Women Geographers
1216 Connecticut Avenue N.W.
Washington, D.C. 20036

Society of Women Engineers
United Engineering Center
345 East 47 Street
New York, N.Y. 10017

Women's Council of the National
Association of Real Estate Boards
155 East Superior Street
Chicago, Ill. 60611

## PRACTICAL SUGGESTIONS FOR CAREER GUIDANCE

(It is suggested that these exercises will be more meaningful if they are shared with teachers.)

1. Exercise in Decision-Making. The counselor would present the following problem to a group of students: You are making a decision about a choice of high school course. Which of the following resources would you use, and how would each help you come to a decision?

| People | Written and Audiovisual Resources | Activities | Others |
|---|---|---|---|
| Parents | High school directory | Visits to high schools | Thinking about: |
| Counselor | College catalogs | Visits to colleges | .goals |
| Friends | Career pamphlets and books | Visits to job sites | .values |
| Teachers | Magazine articles | Volunteer jobs | .interests |
| Relatives | Films and filmstrips | Career clubs | .special abilities |
| Alumni | Cassettes | School jobs | .attitudes |
| Employees in other specific jobs | | Summer activities | |
| | | Self-evaluation | |

In what order of importance would you list the above resources? (After preliminary discussion, the counselor would involve the members of the group in an evaluation of the students' choices to help them clarify their thinking and focus on the problem of decision-making as it affects their lives. Problems requiring decision-making, such as choice of friends, allotment of time for various activities, choice of dress, selection of an after-school activity, participation in a community activity, etc., may be treated in the same way.)

2. Ask pupils to divide jobs according to whether they involve working with things, people, or ideas. On the basis of an evaluation of their own inclinations and preferences, have them discuss possible suitable occupations for themselves. Following is a sample list:

| Working with Things | Working with People | Working with Ideas |
|---|---|---|
| laboratory technician | hospital aide | research worker |
| typist | office clerk | editor |
| mechanic, repairman | manager | industrial designer |
| assembly-line worker | salesman | accountant |
| postal clerk | mailman | executive |
| photographer's aide | secretary | commercial artist |
| line man | playground director | window display worker |
| truck driver | cab driver | reporter |
| chef | waiter | caterer |
| seamstress | sales clerk | fashion designer |
| property man | usher | actor |

3. How do the following jobs combine requirements of working with people, with ideas, and/or with things?

| | |
|---|---|
| bus driver | chemist |
| cashier | bank teller |
| nurse | industrial salesman |
| teacher | druggist |
| tailor | beauty operator |

4. Using the Dictionary of Occupational Titles and the Occupational Outlook Handbook, have pupils find the answers to the following questions about the world of work. If necessary, use commercially prepared or counselor-prepared versions of this material for pupils with limited reading ability.

   a. How many jobs can you name connected with

| | |
|---|---|
| a department store | a school |
| a hospital | transportation |
| the government | communications |

   b. Name some occupations in production and distribution that are associated with things you use in your daily life:

| | |
|---|---|
| grooming and dressing | play |
| breakfast | shopping |
| transportation to school | supper |
| school | recreation |
| lunch | |

c. Name some occupations that would require

| | |
|---|---|
| that you work outdoors | that you work with machines |
| that you be artistic | that you like people |
| that you read instructions | that you have 4 years of college |
| that you follow directions | that you have technical training |
| that you work with foods | that you work in a factory |
| that you have manual dexterity | that you have speed and accuracy |
| | that you work with ideas |

d. What abilities and interests are needed for these occupations?

| | |
|---|---|
| medical technician | nurse |
| secretary | printer |
| draftsman | doctor |

e. Discuss occupations where the demand is decreasing due to technical changes. What is the influence of the "space age" upon occupations?

f. Bring help-wanted ads to class, and discuss the qualifications needed. Include civil service jobs as listed in newspapers such as The Chief and the Civil Service Leader.

5. Use the following questionnaire for an in-depth study of a single occupation:

Questionnaire on Study of an Occupation

What are the duties and types of work done? What is a typical day's work? How does it differ from what most people think it involves?

What training is needed to prepare for the job?

What interests and abilities are required?

What personal qualities are required? What are the physical and psychological demands?

What are the attractive qualities of the occupation?

What are the disadvantages of the occupation?

What type of person probably would not like this job?

What are the opportunities related to this work?

What school subjects are related to success on this job?

What are possible try-out experiences to indicate whether this type of work would interest a person?

How does a person get a job in this field?

What do beginning jobs pay in this field? To what other jobs do they lead, and what do they pay?

What are some other occupations that are related to this one?

6. In group discussion, devise a composite list of suggestions that pupils will find valuable in testing an occupational goal. The final list may resemble the following:

How to Test Your Occupational Goal

Study the major occupational areas. Read about several that interest you.

Read books about people in various careers, including fiction and biography.

Visit places of work to observe persons engaged in various occupations.

Interview people about their work, using a good evaluation outline.

Attend career conferences.

Group into broad areas the types of occupations that have interested you most.

Select one career to investigate thoroughly, and learn as much as you can about it, using various methods of information-gathering.

Make a list of your personal characteristics which you feel would make this job suitable for you.

Engage in an activity, such as one of the following, to test your interest in a particular occupation: part-time job, hobby, school orchestra or band, dramatics, athletics, public speaking, career club, literary publication (including business staff), volunteer work in the school library, laboratory aide, clerical helper, tutor, nurse's helper, sorter, filer, typist, community work, etc. Re-examine your career choice periodically and leave yourself open to explore new interests.

Plan realistically to overcome any obstacles that may keep you from reaching your occupational goal, such as a subject weakness or a bad habit. Consult your guidance counselor and teachers for help in carrying out this plan.

7. In group guidance, role-play a telephone call to an employer or employment agency in which the caller is looking for a job. Have the group evaluate the activity on the basis of the following questions: Did each individual communicate effectively? What did each tell you about himself? How would other members of the group have handled the situation? Replay the conversation on the basis of the group's criticisms.

8. In group guidance, role-play a job interview, and have the group, on a formal evaluation list prepared by the counselor, rate the impression made by the applicant. Include such items as appearance, interest, poise, attitude, and training. Have pupils justify their ratings.

9. Using the Dictionary of Occupational Titles and the College Handbook, have pupils list in order of preference five occupations in which they have a real interest, and next to each indicate whether or not a college education is necessary for advancement. For two of these, have them indicate the number of years of college necessary, the names of two or three colleges offering training in this field, and the kind of employment openings in the field as shown in want ads. Have them evaluate their high school choice on the basis of this information.

10. Have students interview a friend or relative who dropped out of school before getting a high school diploma. Have the class decide on appropriate questions to ask to determine reasons for dropping out, his job history since he left school, any subsequent education or training he may have had, and conclusions to be drawn from this interview.

11. Have pupils clip Help Wanted advertisements from newspapers and underline particular qualities asked for (e.g., job experience, education, special skills, etc.). In group guidance, tabulate and discuss qualities most sought by prospective employers.

12. Have pupils choose one occupation they are seriously considering as a future career, and under it list ten local employers of people in this occupation (sources of information: classified telephone directory, trade and professional directories and journals, local Chamber of Commerce. newspaper ads, etc.).

13. Have pupils interview an adult who is doing the kind of work they would like to do about ten years from now. Have them summarize his job history, reasons for his choice, how training and jobs were obtained, advancement and changes experienced, present position in his field, and suggestions he may have for somebody interested in similar work.

14. Have girls in the class interview working women in a wide variety of fields, some of which generally do not employ large numbers of women,such as engineering, dentistry, business management, science research, vehicle operation, architecture, etc. Have them repeat the activities suggested in #12 above, and include questions relating to changing opportunities for women in the world of work. Have boys and girls discuss the changing role of women with respect to careers and home management, the significance of the increasing number of women, married and single, in the country's work force.

15. Have individual students accompany working parents to their jobs on a visit for a day, and report to the class on what the working day revealed - atmosphere, problems, exciting incidents, and different kinds of jobs and their relation to school subjects.

16. Have pupils visit a construction site in the neighborhood and report back on the various jobs seen, training and education required, and other information they may have secured.

17. Have students interview workers in the Joint Apprenticeship Program and officers of labor unions involved in apprenticeship training programs to

learn about this type of training and report to the class on methods of selection, requirements, length of program, supervision, salary, benefits. Compile a list of occupations customarily entered by way of apprenticeship training.

18. Have pupils trace the lives of several famous people to find out what occupations they engaged in before they settled on their final occupational choice and what factors influenced their decisions. Have them do the same for famous alumni of the school or residents of the neighborhood.

19. Have pupils interview an employer in their neighborhood on the subject "What an employer wants and expects from a worker." Discuss questions in advance and compare results in group discussion. (This may also be role-played.)

20. In group guidance, have each student prepare a description of a job in which he is interested. Following are some suggestions for helpful procedures:

    Write a rough draft of the job description.

    Show the draft to someone actually doing the job, and ask him to make any necessary revisions.

    Break the job down into its major tasks.

    If possible, take photographs of someone at work on each task, and write captions for each photograph. (The class may wish to compile a booklet of these job descriptions.)

21. Administer a personal-inventory questionnaire, such as one of those on pages 67-71, to assist pupils in self-analysis.

    Follow-up activities should include individual or group counseling to consider

    self-perception

    unrealistic aspirations (too high or too low)

    lack of self-confidence

    parent and peer influences

    community pressures and expectations

    attitude toward job vs. career

PERSONAL INVENTORY FOR SELF-EVAIUATION

My "dream job" is.....

The job I'll probably have is.....because.....

My parents want me to become.....

The kinds of work I'm interested in at present are.....

I think I'd like these occupations because.....

Other occupations in the same job families which also interest me are.....

My educational plans are..... for the following reasons.....

My school average is.....

My best marks are in.....

My lowest marks are in.....

My favorite subjects in school are.....

The subjects I like least are.....

I believe my special abilities are.....

Some jobs I've done at home are.....

Some activities I have enjoyed in school are.....

Activities I enjoy outside of school include.....

I'm suited to the occupation of.....because of the following (describe and explain):

INTERESTS: _____

PHYSICAL ABILITY: _____

PERSONALITY: _____

EDUCATIONAL PLANS: _____

SCHOOL ACHIEVEMENT: _____

## INVENTORY OF INTERESTS

1. Study the following interest areas:

   OUTDOOR ACTIVITIES, such as hiking, fishing, baseball, skating, gardening

   MANUAL ACTIVITIES, such as working with tools, designing and making articles, sketching and painting, sewing and knitting, repairing articles, cooking

   ARTISTIC ACTIVITIES, such as writing, singing, playing an instrument, painting, sculpting and dancing

   SCIENTIFIC ACTIVITIES, such as solving problems, performing experiments, training animals, growing plants

   SOCIAL ACTIVITIES, such as participating in youth groups, planning parties, working with younger children, working in the community, selling tickets for performances, participating in debates

   RECREATIONAL ACTIVITIES, such as reading, listening to music, stamp collecting, participating in sports, working in photography

2. From the interest areas listed above, choose those activities which you have enjoyed outside of school -- recreations, hobbies, special projects you've engaged in, jobs you have had, things you've made or done, books you have read for pleasure.

   _____

   _____

3. List your best subjects in school, and state how these subjects have been helpful to you in carrying out the activities listed above.

   _____

4. From the interest areas listed above, choose those activities which you like the least.

   _____

5. List your poorest subjects in school, and indicate whether there is any connection between these and your areas of least interest.

   _____

INVENTORY OF INTERESTS (continued)

6. Select three job categories in which you think you would have an interest. How would these jobs satisfy your interests?

_____

7. Compare your list of interests with lists of some of your classmates. In what areas did you differ?

_____

Explain the reason for these differences.

_____

8. How can you tell that you have a real interest in an activity?

_____

9. How may an interest in an activity help you to do better work?

_____

10. Is an interest in an activity a sign of ability to do good work in it? Why?_____

11. Have your interests ever changed? How?_____

_____

12. Is a variety of interests desirable? Explain._____

_____

13. List all of the following:

. All the things you do when you can choose to do whatever you wish Explain._____

. The things you have never done but would like to do_____

. All your home tasks_____

14. Beside each of these items write the area of interest to which it belongs ("outdoor", "manual", "artistic", "mental", or "social"). In some cases you may wish to write more than one area._____

_____

## SELF-EVALUATION CHECK LIST

Check the words below which describe you as you see yourself and as others see you:

| | As I See Myself | As Others See Me |
|---|---|---|
| Cooperative | | |
| Impatient | | |
| Unhappy | | |
| Serious | | |
| Self-confident | | |
| Sensitive | | |
| Jealous | | |
| Popular | | |
| Considerate | | |
| Clumsy | | |
| Fearful | | |
| Inventive | | |
| Attractive | | |
| Proud | | |
| Lazy | | |
| Neat | | |
| Punctual | | |
| Thrifty | | |
| Self-controlled | | |
| Accurate | | |
| Dependable | | |
| Angry | | |
| Independent | | |
| Shy | | |
| Sloppy | | |
| Friendly | | |
| Industrious | | |
| Reliable | | |
| Courteous | | |
| Studious | | |
| Happy | | |

## PLANNING MY FUTURE

1. After high school, I would like to do the following (give reasons):_____

_____

_____

2. After high school, I shall probably do the following (give reasons):

_____

_____

3. I have/have not discussed my career plans with my family:_____

_____

_____

4. After high school, I expect to attend (graduate school, trade school, college, business school, nursing school, etc.)_____

_____

5. Which of the following would have the greatest influence on your career choice?

Family_____ Clergyman_____

Counselor_____ Financial need_____

Friend_____ My father's work_____

Teacher_____ Somebody I admire_____

Any other reason_____

6. 10 or 15 years from now I would like to be doing the following (give reasons):

_____

7. 10 or 15 years from now I expect to be doing (give reasons):

_____

_____

## PERSONAL-SOCIAL GUIDANCE

### RATIONALE

What personal problems besetting the child in an urban environment demand special knowledge and professional appraisal by the counselor? What aspects of urban life can be utilized in helping the child achieve a happier personal and social adjustment? Does counseling the urban child assume a dynamically different character from other types of counseling?

There is a commonality of needs manifested by all children, and the basic tenets of good mental health are applicable to all situations. All children to some degree feel pressure to adjust to changes inside themselves, and all children react in some degree to changes in the home, the school, and the community. All children need someone to confide in, someone who will listen to them, and someone who will make them feel that he understands and cares and will be there to help when the going gets rough. Through individual counseling, the group process, and ongoing interaction with parents, teachers, the pupil personnel team, and members of the community, the counselor can facilitate self-understanding and the ability to cope with the pressures of everyday life.

The counselor needs to be aware of some of the complex problems of the urban environment, such as racial conflict, drug abuse, lack of privacy, excessive noise, overcrowding, all of which tend to aggravate a child's personal problems and interfere with his adjustment to adolescence. In understanding and empathizing with the pupil, the counselor will become aware of the child's total life experience. He will recognize how the child's concept of himself is influenced by environmental factors, interpersonal relations, and school achievement. In establishing a warm, trusting relationship with the child and intervening on his behalf with those who have some impact on his daily life, the counselor can enhance the process of adjustment.

### SPECIAL NEEDS OF PREADOLESCENTS AND EARLY ADOLESCENTS IN AN URBAN ENVIRONMENT

Too often in dwelling on the negative aspects of the urban environment, we tend to overlook the positive aspects of life in New York City. The schools have at their disposal the city's vast cultural, educational, and occupational resources, which offer unique opportunities for individual growth and development and for educational and occupational choice. In addition, the diversity of the city's population makes possible an exposure to different ethnic groups, social classes, cultures, and subcultures. For the price of a subway token a New Yorker can find himself in an environment that is completely different from his own neighborhood.

The heterogeneity of the urban population is reflected in the broad spectrum of reaction to the school experience. The New York City schools have increasingly sought to adapt their educational goals and to provide supportive services to meet the varied needs of divergent groups, some of whom are plagued by marginal subsistence, unmet physical and emotional needs and a negative self-concept, and consequently have limited or unrealistic goals for the future.

These are problems that concern not only the school, but also the home,

the church, the business community, and the government. It is the school, however, that is immediately involved with the effect of the environment on the pupil's ability to learn. The prior satisfaction of certain basic needs such as decent living conditions, nutritious food, proper clothing, exercise, rest, and medical care, although not the primary responsibility of the school, is nevertheless one of its great concerns.

In addition to these physical needs, certain psychological needs of all children have to be satisfied -- the need for love, acceptance, success, security, and the opportunity for self-expression. In trying to meet these needs, the school can play a more pervasive role.

Identification and Participation

Living in large diversified urban areas and attending overcrowded schools can make it increasingly difficult for adolescents to find their identity and to participate in activities important to their individual needs. Where ethnic groups are in conflict, schools in crisis, and adult authorities in outright disagreement, the young person finds himself surrounded by inconsistencies and confusion. It is important for the school to encourage and support greater involvement of students in all aspects of school life in order to allow them to take greater responsibility for decisions affecting their lives and to participate in activities with their peers to change those conditions which they perceive as unacceptable. In seeking social acceptance by their peer group, adolescents often need to be made aware that there may be those in their peer group whose influence is beneficial and those whose influence is destructive.

Real Communication with Adults

Early adolescents have a need to become involved with adults in the schools who will listen to them and explore with them acceptable solutions to their problems. They need to feel that they will be met with understanding and cooperation and will be able to develop positive relations with adults in the schools. It will require personal involvement on the part of the counselors and teachers to foster empathy between individuals and groups, to permit consideration of mutual problems and needs, to make a conscious effort toward destroying stereotypes, and to provide the opportunity for talking and listening to each other.

Widening Social and Cultural Contacts

There is a need for intercultural information and contact among students from the many ethnic, cultural, and religious groups in the city. Although the population of New York City is one of the most diverse in the world, various ethnic and cultural groups frequently know little about each other and have only incidental contact which often reinforces negative preconceptions. Education will have a greater impact on children if the schools develop methods and materials that are relevant to city life and reflect the cultural pluralism of the city's population.

Privacy

Pupils who live in congested urban areas often find themselves without the

privacy which is important to all individuals, especially adolescents. All young people have the need to be alone at times -- to think, daydream, plan, and study. When students live with large families in crowded quarters, the school and community have the obligation to provide places where students can study and have the opportunity to develop and pursue interests such as music, drama, arts and crafts, sports, and reading.

Improvement of Verbal Facility

In many urban schools, there is a need to establish communication with pupils of different cultural backgrounds and varying degrees of verbal facility. It is necessary to provide frequent opportunity for pupils to express themselves verbally about experiences, feelings, and ideas with which they are familiar. Once the barriers that inhibit self-expression have been broken down and verbal confidence has been established, the counselor can be supportive in the pupils' efforts to improve their verbal skills.

Relief from Adult Responsibility

Frequently families which are beset with problems such as illness, financial stress, or separation are unaware of the community services available to them. As a result children of adolescent age are often called upon to assume adult responsibilities. To afford these children some relief from such tasks, parents may be apprised of homemaking services, day nurseries, and other community resources which will free their children and enable them to have time for their school work and for those social activities which are so important to them at this stage of their lives.

Information about Drug and Other Substance Abuse

Young adolescents need support and protection in the fight against the drug abuse they see around them in the city. Members of the school staff can furnish this support and protection by recognizing the behavioral and physical signs associated with drug abuse, becoming involved in school and community preventive programs, and knowing the alternative referral procedures. If there is a narcotics coordinator in the school, the counselor would be expected to work cooperatively with him. The counselor may arrange for peer group experiences in which students can examine the underlying attitudes that make drugs attractive to some young people. The counselor may supply supportive services to teachers and parents involved in drug education programs. (For a more detailed discussion of the drug problem, see pages 76-79.)

Meeting the Needs

When school and community support each other toward common goals and work together in an atmosphere of mutual trust and cooperation, then joint efforts can be most effective in helping to meet the special educational needs of children in the urban environment. As specialists in the developmental problems of youth, counselors can utilize their skills in individual and group counseling and in communication with parents and teachers to involve the school and community in assisting all children toward optimum self-realization.

Specific techniques to meet the needs discussed above will be found in all sections of the manual. In order to ascertain which techniques will be most appropriate in meeting the specific needs of individual students, the counselor may wish a checklist, such as the following:

CHECK LIST
for
Personal Guidance

| | Yes | No | Sometimes |
|---|---|---|---|
| 1. I wish I had more friends. | | | |
| 2. I worry about the way I look. | | | |
| 3. I get tired easily. | | | |
| 4. I often feel lonely when I am with people. | | | |
| 5. I never get angry. | | | |
| 6. It is hard for me to keep my mind on anything. | | | |
| 7. My feelings are easily hurt. | | | |
| 8. I often say things I shouldn't. | | | |
| 9. I become nervous when someone watches me work. | | | |
| 10. It is hard for me to keep my mind on anything. | | | |
| 11. I am secretly afraid of many things. | | | |
| 12. I have trouble making up my mind. | | | |
| 13. I feel I have to be the best in everything. | | | |
| 14. I like everyone I know. | | | |
| 15. I worry about how I am doing in school. | | | |
| 16. At times I feel like shouting. | | | |
| 17. I get angry very easily. | | | |
| 18. Other children are happier than I. | | | |
| 19. I wish I could be very far from here. | | | |
| 20. I get nervous when things don't go the right way for me. | | | |
| 21. I worry a lot. | | | |
| 22. I feel that others don't like the way I do things. | | | |
| 23. I worry about what my parents will say to me. | | | |
| 24. I am always good to others. | | | |
| 25. I always am well-behaved. | | | |
| 26. I worry about doing the right things. | | | |
| 27. It's hard for me to fall asleep at night. | | | |
| 28. I often do things I wish I had never done. | | | |
| 29. I get headaches frequently. | | | |
| 30. I often worry about what could happen to my parents. | | | |

CRITICAL PROBLEMS OF THE MIDDLE SCHOOL YEARS

## Drug and Other Substance Abuse

Drug abuse among school-age children has grown to an alarming extent in the past decade. The drug scene has moved into the middle schools as well as into the high schools, and has necessitated an intensive effort on the part of school authorities to develop a comprehensive program to combat this extremely serious problem. In their fight against drug abuse, the schools share responsibility with the community at large and need the help of parents, police, social agencies, and the courts.

Causes of Drug Abuse. There are many deep-rooted causes why young people turn to drugs, among them poverty, discrimination, aimlessness, boredom, peer pressures, desire to escape from unpleasant realities, inability to cope with pressing problems, and general disenchantment with the society around them. The drug problem in the schools is aggravated by overcrowding, lack of proper policing, rampant drug-pushing in the neighborhood of the schools, and lack of adequate facilities for youthful offenders.

Role of the School. What can the school do to combat the problem of drug abuse among pupils? Basically, it must have a real concern about the drug problem and its effect on the individual drug user and on the community. Then, too, it must play an active part in educating students, teachers, parents, and others in the community to the nature of the problem.

The work of the schools in its fight against drug abuse centers around several types of activity:

prevention through education and counseling

detection through teacher training and parent education

referral of users to appropriate agencies

setting of specific policies for dealing with pushers and possessors of drugs

It is important that the school atmosphere be conducive to sound mental health. The school should foster activities that provide increased opportunities for student participation and for development of a sense of personal responsibility in students. Furthermore, to reverse the trend toward a drug culture, it is necessary to create a climate of opinion in the school that makes it the "in" thing to resist the invitation to experiment with drugs. This can be accomplished if students are convinced by their peers and by credible adults that they are being victimized and misled, that they are being made gullible pawns in an illicit, international drug traffic which reaps enormous profits for those at the top, but exposes young people to arrest, imprisonment, and a short life full of misery.

Teaching based on warnings and dire predictions, however, will have little effect unless it is carried out by people who are knowledgeable on the subject of drugs and who feel very deeply about the problem. Students themselves need to be drawn into the campaign to stop drug abuse, and they can be counted upon to cooperate, if they are convinced that helping stop drug abuse does not mean being an informer, but a defender.

Role of the Counselor. Starting with the concept that drug and other substance abuse is symptomatic of a multiplicity of causes reflecting deep personal and societal disturbance, the counselor might assess his role as that of

exploring possible causes in order to eliminate them

counseling students and parents to help them cope independently and realistically with their problems

consulting with teachers on possible modification of the classroom climate

recognizing the early symptoms in the drug experimenter and the incipient user

serving on the school's narcotics committee to provide for appropriate referral and follow-up of drug users.

In working with administrators, teachers, other members of the pupil personnel team, parents, and pupils, the counselor should be alert to the various viewpoints represented. While the counselor's position, that drugs are an unacceptable and self-defeating technique for meeting life's realities, must be made clear to all concerned, the counselor should at the same time project a sincerely accepting, non-judgmental attitude that will encourage trust and confidence between counselor and counselee. In individual and group counseling sessions with students, in workshops and meetings with parents, he should encourage ventilation of feelings and expression of attitudes. In all cases, he should let participants react to each other rather than to the counselor.

Ascertaining the Extent of the Problem. To ascertain the extent of the drug problem in the school, the counselor may use a variety of approaches:

talking formally and informally with students, individually and in groups

conferring with school, community, and agency personnel

observing students in the lunchroom, auditorium, schoolyard, study halls, and other gathering places

analyzing pertinent records, such as attendance, health, and achievement records

meeting and interviewing parents

These techniques will allow the counselor to recognize the pupil who has difficulty in relating to others, whose achievement has deteriorated drastically, whose personality has changed markedly, and who shows other symptoms which may be indicative of drug abuse.

Taking Steps Toward Prevention. In the total school program to combat drug abuse, the counselor is one professional member of a team working cooperatively to find solutions. The counselor can be effective in some of the following ways:

cooperating with the narcotics coordinator or other person designated by the principal to coordinate the school's program

working with pupils in individual and group counseling to explore causes and solutions for drug abuse

organizing group guidance programs to disseminate information about drugs

developing and using peer-leader groups composed of pupils in the school who can participate in group and schoolwide activities

using ex-addicts and experienced agency personnel as speakers in group sessions with pupils, teachers, and parents

using films and dramatic performances to highlight the drug problem and its dire effects

coordinating the guidance program with curriculum materials being used in subject classes

maintaining an ongoing interaction with parent groups, community groups, treatment centers, and law enforcement agencies working to combat drug abuse

cooperating with the supervisor of guidance in district programs

making referrals to treatment agencies

keeping abreast of current literature in the field prepared by the Narcotics Addiction Control Commission, Addiction Services Agency, Bureau of Curriculum Development, Human Resources Administration, and other agencies, as well as reports in newspapers and periodicals

Group Counseling. It is vital that the counselor organize ongoing, scheduled interaction groups to reach as many pupils as possible for counseling related to drug abuse. The purpose of such groups would be

to change the image of the drug user from winner to loser

to explore the attitudes of pupils to the learning process, the school, and the community

to provide a place in the school where young people can be heard and can ventilate feelings of anxiety, anger, frustration, and despair

to assist pupils in developing alternate behavioral patterns to cope with their problems

to identify students with leadership potential to become part of peer leader groups to campaign actively in programs to combat drug abuse

Referring Drug Users. When a student comes to the attention of the counselor

as a result of actual or suspected drug use, the counselor's first efforts should be to ascertain the reality of the situation. If the courselor determines that the student is in fact experimenting with drugs, his referral procedure should follow the guidelines set forth by the principal in accordance with Board of Education policy. Thus, the narcotics coordinator will be able to keep an accurate record about drug abuse in the school and refer the particular pupil and his family to the appropriate agency for help. This does not, however, mean that the counselor should not continue to follow up and provide support, unless he is specifically requested by the treatment agency not to do so.

Practical Suggestions for Prevention of Drug and Other Substance Abuse

1. Organize as many scheduled counseling groups of pupils as the school program will permit.

2. Organize a peer-leader group in the school and, after a series of group guidance meetings, use the members of the group as speakers and participants in pupil, parent, and community programs working to combat the drug problem.

3. Cooperate with the school administration to organize and participate in a school parent-student-faculty council to deal with student problems and to plan compensatory activities which encourage active participation in school affairs.

4. In conjunction with the group guidance program, have students structure and engage in a schoolwide campaign to deglamorize the drug scene and show that rejection of the drug culture is the "in" thing to do. Use such activities as poster or button design contests, original plays and skits acted out in class or assembly programs, "big brother" or "buddy" programs, and other techniques to publicize the desired image.

5. In cooperation with the district supervisor of guidance and the committee that produces the district newsletter, plan a special issue devoted to the problem of drugs.

6. In group guidance, have pupils work out a "bill of rights and responsibilities" for pupils in the middle school. Use the high school document as an example.

7. See chapter on Career Guidance for activities to develop goal orientation in students.

## Social Unrest in the Schools

Many young people throughout the country, and particularly in urban centers, have become increasingly alienated from established institutions, including the schools. They are saying, among other things, that there must be more honest communication between adolescents and the adult world. They are saying that they want much more responsibility within the decision-making process affecting their lives.

There are many reasons for the unrest among students today. They find

themselves living in a world which to them offers no security. They are searching for meanings and values. They are questioning whether education is really meeting their interests, values, needs, and concerns.

Their protest is expressed in a variety of ways and in various degrees by

violence, truancy, and open defiance of authority

underachievement

rejection of adult-role models in favor of peer-role models

incidents of racial conflict

demands for changes in the curriculum to promote wider understanding of cultural differences and greater relevance to the current scene

demands for broad changes in the structure of the schools to provide greater flexibility of programing and curricula to meet individual needs

Although these problems may not be manifested as much in the middle schools as in the high schools, the younger pupils are exposed to the problems in their contacts with older students, and therefore the problems must be of concern to counselors in the middle schools so that potential crisis situations may be defused.

The role of the counselor can be to help students understand the changing social forces that have shaped and continue to shape our world. Students can be encouraged to use their anger constructively and to recognize that there are many methods that can be employed to bring about social change. Peer leaders can be trained to help other students in group sessions since they can often be much more effective than the counselor in channeling aggressive behavior into positive directions.

Taking Steps Toward Prevention and Remediation. The counselor as a catalyst for change in the schools is involved with pupils and staff members as a resource person who is on hand wherever the action is, who is listening to problems, and who is helping to find ways to solve them. This necessarily entails the cooperative efforts of teachers, administration, parents, leaders of student organization, and all members of the community who share the concern for student welfare.

The counselor can facilitate the process by taking some of the following steps toward prevention and remediation:

showing evidence of interest and concern by being present frequently in areas where students congregate, such as lunchroom, assembly, and recreational areas

being available for dialogue when problems arise

meeting with student representatives to hear their grievances and to help them channel their energies into constructive action

assisting the principal in arranging meetings of students and school staff and acting as a moderator

requesting time at cabinet meetings with principal to present student views on curricular or organizational modifications

assisting the principal in establishing an advisory council including students, teachers, parents, members of community, to plan constructive programs within the school in areas as drug education and protection of school property

helping develop peer leadership in group counseling sessions so that students may assume the responsibility for organizing programs which reflect student interests

developing in group sessions decision-making skills which may be applied toward service projects for which students are responsible in and out of school

making use of resource materials of all kinds to stimulate group interaction in the examination of individual behavior, attitudes, and possible solutions (for suggested resource, see Bibliography at end of manual)

inviting guest speakers to serve as role models or consultants in areas of specific concern

opening up rap sessions for conflicting groups of students and parents so that they may explore their differences and arrive at some solutions to the problems which divide them

using simulation games such as Confrontation, prepared by the Anti-Defamation League of B'nai B'rith, to bring hostilities to the surface so that they may be explored and resolved

encouraging any activitity which will help each student grasp a sense of his own identity

guiding students into closer relationships with their peers and their teachers on the basis of a commonality of interests or goals

By involving students more personally in the activities of the school, the counselor can help engender a greater sense of pride in self and pride in belonging to the school.

## COUNSELING PUPILS WITH SPECIAL NEEDS

There are pupils with special physical, mental, emotional, or social needs whose growth curve does not approximate that which is typical for the peer group. These would, by definition, be exceptional children, for whom specially prepared educational experiences must be provided. The counselor's role in working with such children would encompass

identifying exceptional children in the school setting

integrating these pupils into major schoolwide activities

interpreting to teachers the special needs of these pupils in the regular class

helping parents recognize the special needs of their exceptional children and adjust the home environment to meet these needs

counseling each of these pupils in terms of his special needs and abilities

making referrals to appropriate school and community agencies to provide for the special needs of exceptional children

facilitating the implementation of the proper procedures recommended by specialists

providing supportive counseling when initiating a referral, while awaiting a decision on placement, and after placement, if the pupil remains in the school

When there is reason to believe that a pupil exhibits severe intellectual or emotional difficulties that interfere with normal adjustment to school and society, the counselor would refer the pupil to the Bureau of Child Guidance for evaluation and recommendation for treatment and/or special placement. Since procedures vary according to community district priorities and procedures, it is advisable for the counselor to communicate with the school or district BCG clinician or team or the district Pupil Personnel Council for guidelines for preparing the BCG Referral Form and for follow-up procedures.

Consultation is available to counselors on questions relating to the special needs of exceptional children, to the special services available to meet these needs, and to referral procedures when they are indicated. Counselors request assistance from the district supervisor of guidance and from the supervisors of special education in his district. Counselors may also call upon the guidance counselors assigned to the various bureaus under the Office of Special Education and Pupil Personnel Services.

It is important for the counselor together with the classroom teacher to identify those exceptional children for whom special provision is indicated. This includes the following groups:

the intellectually gifted and the specially talented
the physically handicapped
the emotionally or socially maladjusted
the mentally retarded

## Intellectually Gifted and Talented Pupils

Intellectually gifted pupils usually manifest some of the following special characteristics. They will generally

learn with unusual ease and respond quickly
display exceptional verbal ability
read well above grade level
recognize abstract relationships
evidence intellectual curiosity
solve problems with facility
make ready generalizations
work independently
pursue challenging materials over an extended period of time
display a great deal of individuality
have potential leadership qualities

In addition to displaying many of the characteristics of the gifted, the talented will also have some of the following special traits. They will generally

show exceptional ability in a particular area (art, music, drama, industrial art, sports, etc.)
be capable of great concentration and commitment in a special field
have a higher degree of individuality and creativity
show great sensitivity in the area of special talent
display more interest in activities in a special field than in general academic achievement
evidence a strong sense of self-direction

Special ability and talent are not always clearly evident, even to the teacher or counselor in close contact with the gifted or talented student. A judicious mixture of objective testing and observation by counselors and teachers offers the best combination of methods for identifying students with a potential for high achievement. Because talent sometimes unfolds gradually and is not always discernible during the early school years, counselors and teachers should cultivate a continuous sensitivity to signs of giftedness and should be on the watch for the "late blooming" student.

## Role of the Counselor

The counselor should alert gifted and talented pupils to special programs and opportunities for further study in science, mathematics, art, music, and other areas of interest, and should help them become involved in existing programs. Where there are no ongoing programs, the counselor might arouse the interest of community organizations to initiate such projects.

Like other pupils, the intellectually gifted and talented need personal-social, educational, and career guidance. Both pupils and parents need help in ascertaining whether existing programs in the school, such as special progress classes, creative writing, instrumental music, or other special talent classes are suitable, and whether to apply to special high schools. The counselor can cooperate with the principal in arranging a parents' meeting to explain the offerings of each program. In all cases, the counselor's role remains that of the resource person supplying pertinent data and discussing alternatives. The ultimate decision is made by parents and pupils.

To avert possible social and educational problems, the counselor needs to help superior students

- to develop realistic self-appraisal
- to understand the attitudes of less talented peers
- to resist pressures to engage in activities that put too great a strain on time, energy, or emotional maturity
- to utilize their special talents to enrich the classroom and school environment
- to discipline themselves to work to perfect basic skills
- to channel their energies toward productive contributions
- to develop patience and self-criticism
- to explore educational and occupational areas where their ability and talent may be utilized

The counselor may include gifted and talented students in small group sessions and committee meetings, and provide opportunities for them to develop their leadership potential.

One of the major responsibilities of the counselor is to provide the information necessary to assist teachers in working effectively with the intellectually gifted and talented. When the student is working below his potential, it is important that his teacher know the extent of the difference between his ability and achievement, and thus be prepared to develop the unused potential. The counselor can also work with the administration and teachers on curriculum development to meet the broad range of interests of the intellectually gifted and talented.

The counselor is frequently consulted by teachers on the interpretation of the results of tests routinely administered or prepared by teachers. This joint approach to examination performance can provide clues as to areas of special strength and weakness.

In working with the teachers of gifted and talented students, the counselor can contribute to their professional growth by encouraging them to develop an understanding of the special needs and helping them to gain fresh insights into the development of such students. Thus teachers will be in a better position to provide challenging experiences for them as well as classroom and schoolwide activities that develop leadership potential. By joining groups of teachers to discuss activities, methodology, and attitudes in working with the gifted and talented, the counselor can help them recognize that giftedness in one area does not necessarily spill over into others, and that these children may sometimes have special problems in addition to the normal problems of preadolescents.

## Physically Handicapped Pupils

According to New York State Education law, "a handicapped child is one who, because of mental, physical, or emotional reason, cannot be educated in regular classes but can benefit by special services and programs."

The categories of physically handicapped children include the orthopedically handicapped, the brain-injured, the visually handicapped, the acoustically handicapped, the multiple handicapped, the mentally retarded, and the emotionally and socially maladjusted. In addition to manifesting visual defects, hearing deficiency, speech difficulties, or locomotor disabilities, handicapped children may show symptoms of general health disturbances such as malnutrition, cardiac disease, diabetes, allergies, asthma, epilepsy, or endocrine disorders.

The physically handicapped pupil will require special attention. After the counselor has identified the nature of the handicap, he will help the parent and child adjust to the limitations it imposes and to the emotional difficulties which frequently are concomitants. When special placement is required, the counselor will initiate the referral procedures and counsel the parent and the pupil as to the advantages of such referral. The counselor may find it helpful to consult medical authorities, teachers, and/or agency personnel in order to see all aspects of the problem.

Following is a guide to assist counselors in recognizing the various types of physical handicap and initiating the referral procedures used by various specialists for students requiring placement in the special facilities provided by the Board of Education.

### ORTHOPEDICALLY HANDICAPPED

Orthopedic handicaps are deformities, diseases, and ailments of the locomotor apparatus, especially those affecting limbs, bones, muscles, and joints.

Most pupils with orthopedic conditions are known to hospitals and the school health service. There may be pupils in the school, however, who have not been referred to the school health service. It is important that guidance counselors be alert to the signs and symptoms which indicate possible reasons for referral. The pupil should be observed at rest and in activity. Some of the observable signs are deviation or spinal curvature, continuous slumped position, limp, toe or heel walking, or absence of parts.

### Placement Procedure

For pupils with orthopedic involvements the medical report entitled, "Orthopedic Report and Recommendation (Form O12S)" is initiated by a treatment agency or private physician. For pupils with cardiac involvement, the medical report form entitled, "Rheumatic Fever and Cardiac Conditions: Reports and Recommendations (Form C12S)" is submitted by a treatment agency or private physician. Both the O12S and the C12S forms are obtainable from school nurses or Bureau for the Education of the Physically Handicapped. It is advisable for the counselor to keep a supply of these forms on hand for use when the school nurse is not available. Current procedures are described on the forms.

A copy of Form 012S is retained by the treatment agency, and the other copies are mailed to the Bureau for the Handicapped Children, New York City Department of Health. The consulting orthopedist in the Bureau for Handicapped Children reviews the 012S form and approves or disapproves the recommendations for special educational adjustment. One copy of the 012S form is retained. When no special placement is involved, a copy of the 012S is sent directly to the school, and the school physician reviews it. When special educational placement or change of placement is approved, the 012S is sent to the Bureau for the Education of the Physically Handicapped, where appropriate assignment is effected. Then Form 012S and an instruction for transfer (PH1 form of the Board of Education) are sent to the principal of the school in which the pupil is currently registered.

The principal of the receiving school sends the 012S to the nurse, who makes the necessary transcription onto the 103S and 104S and holds them for review by the school physician.

If the school physician disagrees with the recommendation of the consultant orthopedist, he consults his supervising physician regarding further contact with the treatment agency and/or the Bureau for Handicapped Children, Department of Health.

Classes for Physically Handicapped Children are organized on the elementary, junior high, and senior high school levels with bus transportation provided for those who need it. The education of the physically handicapped is similar to that of non-handicapped children, modified to meet individual needs. Classes for the physically handicapped are provided with special facilities within the regular schools, but activities are integrated with the regular school programs as much as possible. Such integrating activities include lessons in regular classes and participation in assembly programs, audiovisual programs, excursions, shop work, lunch period, and special school events.

Health Conservation Classes, which are organized for severely orthopedically handicapped children, are conducted in rooms specially adapted and equipped to meet the physical limitations of children in the program. Education and therapies are provided by a team including medical personnel, teachers, and occupational, physical, and speech therapists.

The Home Instruction Program serves both physically handicapped children and emotionally disturbed who cannot be accommodated in a school facility. The admission procedure for all physically handicapped pupils in the program is initiated by a treatment agency or family physician on forms obtainable from the school nurse or the Bureau for the Education of the Physically Handicapped. For pupils with orthopedic or cardiac handicaps, Forms 012S and C12S described on page 85 are used. For pupils with other disabilities, a physician' note requesting home instruction should be sent to the school nurse or counselor, who will supply the identifying data and forward to the Department of Health for approval. It is then sent to the Bureau for the Physically Handicapped.

Home instruction is provided on the elementary, junior high, and senior high school levels, from the first through the twelfth grade for both short-term and long-term pupils. Lessons on the secondary level are supplemented by broadcasts of the High School of the Air accompanied by lesson outlines and special assignments.

A child with a non-communicable physical disability and/or emotional disturbance is eligible for this service, provided that he will be at home at least one month, is chaperoned by a responsible adult during the instruction period, and is able to profit from instruction.

General educational objectives apply with equal force to homebound pupils. In addition, there are the following more specific objectives for this category of children:

to provide continuity of education
to return the child to a normal educational setting whenever possible
to minimize the effects of the handicapping conditions on the learning process
to provide a program of socialization in order to counteract the limited experiential background of long-term pupils
to stress realistic vocational objectives in order to make the pupil as economically independent as possible

Integration of the homebound child with other children is encouraged by pupil affiliation with the neighborhood school, a program of socialization providing for visits to school, audio-visual programs, parties, picnics, theater parties and other activities, and a guidance program to orient children to these integrating activities. The guidance program also includes counseling children and parents, making agency referrals, and advising school guidance counselors, administrative staff, and public and private agency personnel of available educational facilities and the procedure for admission.

BRAIN-INJURED

These are the pupils who frequently demonstrate, in varying degrees and combinations, the following characteristics: hyperactivity, restlessness, distractibility, impulsivity, mixed cerebral dominance, poor visual motor perception, defects in fine coordination, speech difficulties, scatter in intellectual functioning with an unusual discrepancy between verbal and performance skills, an abnormal electro-encephalogram, and/or other diagnostically significant characteristics.

Placement Procedures

Referrals may be made to the Evaluation and Placement Centers located in Manhattan, Bronx, Brooklyn, and Queens. Prefessional personnel from any agency, public or private, may submit referrals— social workers, guidance counselors, physicians, or professional health personnel. The guidance counselor would fill out a BCG referral form and submit it to the BCG team servicing the school or community district, or to the hospital team for a psychiatric and/or neurological work-up. The guidance counselor would send this report together with complete school records, if available, and any information from local agencies or treatment centers to the local Evaluation and Placement Unit to determine if there is need for further service.

In the evaluation for placement, a careful examination of the pupil and his prior record will be carried out by a screening team, which includes

medical, psychological, and educational specialists. If the pupil is not considered suitable for the program to which he is referred, other appropriate placement will be recommended.

Description of the Program

Special classes that provide education for the brain-injured child with perceptual difficulties in learning are located in selected schools in all boroughs. An attempt is made to have clusters of at least two classes.

The brain-injured child benefits from a modified school day: 4½ hours of instruction with ½ hour for lunch, followed by a rest period. Brain-injured children are transported to and from school by bus.

A major aim of the educational program for the brain- injured child is to help him overcome learning problems which stem from perceptual, motor, and social inadequacies that interfere with normal maturation and adjustment. A concomitant long-range goal is the development of the child's ability to participate in a regular educational program. To accomplish this objective, the instructional program is tailored to meet the unique needs of the child. All the materials and learning activities within the classroom are individualized to meet the problems resulting from abnormal kinetic patterns, distractibility, short attention span, and retention of primitive motor patterns.

VISUALLY HANDICAPPED

Observable signs of visual difficulty may include any of the following:

difficulty in seeing chalkboard work

squinting

inflammation of eyes or lids

excessive rubbing of eyes

holding reading material too close or too far away

frequent headaches

covering an eye

strabismus (involuntary convergence or divergence of one or both eyes)

Special Services and/or Placement Procedures

Early identification of a visual problem is a preventive measure. Referrals made by a private physician or the school medical office are submitted on the B12S Department of Health eye examination report form obtained from the school medical office or the New York City Department of Health Eye Clinics. Report forms are forwarded to the consultant ophthalmologist in the Bureau for Handicapped Children, Department of Health directly, or through the school nurse.

The consultant ophthalmologist of the Department of Health reviews the report and makes recommendations for placement. Recommendations are made for special services and/or placement. The recommendations are recorded on the E12S and sent to the Bureau for the Education of the Visually Handicapped. A Bureau supervisor examines all of the information available and determines which of its programs is best suited to the needs of the individual pupil and arranges for placement in the nearest school which has the program.

If in the process of screening records and in an interview with parent and pupil, atypical problems of personality are found, the pupil may be referred to an appropriate setting for further evaluation. When placement in a class for retarded blind children is considered appropriate, records are collated and sent to the Bureau of Child Guidance for approval of placement. A prerequisite for placement is that the pupil must have mobility as well as a minimum of self-help skills. When the evaluation indicates that the blind pupil is emotionally disturbed, the Bureau supervisor in charge of the program for the multiple-handicapped screens the pupil and through an interview with the parent determines the willingness of the family to participate in and cooperate with the special program.

The school nurse and the resource teacher of the Bureau for Education of Visually Handicapped maintain close contact in order to obtain appointments from public and private sources for eye examinations and reports on visually handicapped pupils. The eye examination report form E12S is the official reporting document of the Department of Health.

The nurse records on the pupil's health cards all the data obtained. The resource teacher records all information on each pupil's vision card furnished by the Bureau.

The E12S is forwarded to the Bureau for Handicapped Children of the Department of Health either by the nurse or directly by the eye specialist who examines the pupil. At the Bureau for Handicapped Children the consultant ophthalmologist reviews each E12S. This procedure is followed for every eye report of students receiving service from the Bureau for the Education of the Visually Handicapped, of students being recommended for service, or of students whose service is to be discontinued.

The latest E12S is kept on file in the office of the school nurse with the student's permanent health card.

Special provisions are made for the visually handicapped pupil by the Bureau for the Education of the Visually Handicapped. The guidance counselor assigned to this bureau to work solely with visually handicapped students shares with the guidance counselor in the school the responsibility for providing the following guidance services to these students:

to assist the visually handicapped child to evaluate himself in terms of his assets, rather than in terms of his handicap

to acquaint the visually handicapped student with the services of specialized agencies, and to encourage him to use them fully

to encourage the visually handicapped student to assume his full share of responsibility for his total education without excessive dependence upon others

to recommend to the visually handicapped pupil that he take periodic health examinations

If in the process of screening records and in an interview with parent and pupil, atypical problems of personality are found, the pupil may be referred to an appropriate setting for further evaluation. When placement in a class for retarded blind children is considered appropriate, records are collated and sent to the Bureau of Child Guidance for approval of placement. A prerequisite for placement is that the pupil must have mobility as well as a minimum of self-help skills. When the evaluation indicates that the blind pupil is emotionally disturbed, the bureau supervisor in charge of the program for the multiple-handicapped screens the pupil and through an interview with the parent determines the willingness of the family to participate in and cooperate with the special program.

Description of the Program

Five types of programs are available to meet the needs of visually handicapped children. They exist on all grade levels.

The Resource Program for Visually Limited Children serves those pupils whose vision enables them to use printed materials as the major medium of instruction, whose mobility is sufficient for regular class placement, who have normal mentality, and who do not possess additional handicaps which would require placement in other programs of special education. These students are assigned to resource teachers located in schools throughout the city, and are on registers of regular classes.

The Resource Program for the Blind serves those students whose vision is not sufficient to carry on the major part of their instruction with printed material; they must therefore use tactile and recorded material and receive Braille instruction. Students in this program have normal mentality and possess sufficient mobility with which to participate in the regular school curriculum. They are assigned to schools with resource teachers and are on the register of the regular grade.

Special Class Organization for visually limited and blind children provides cooperative classes rather than resource classes for those children who need intensive remedial teaching on an individual basis. These cooperative classes function as modified self-contained units. Pupils in these classes spend much of the school day in the resource room under the guidance of the resource teacher who is responsible for teaching a major portion of the curriculum to the children. They take part in as many school activities as possible, including work in a regular class on their grade level. The amount of time a pupil spends in the class for visually limited depends on individual need.

Special Classes for the Multi-Handicapped Blind are provided for those visually handicapped students whose additional handicaps, such as mental retardation or emotional disturbance, preclude placement in the resource programs. The curriculum, program, and activities are designed to meet the special needs of the multi-handicapped blind. Auxiliary services are available through private agencies which provide the diagnostic, clinical, and supporting services which the individual child may need. The services of paraprofessionals are utilized in this program.

Itinerant Teacher Service is provided for visually handicapped children who can be maintained in regular grades with some special help. An itinerant teacher is assigned to each case for consultative purposes and/or direct instruction. Enlarged materials, Braille materials, and tangible apparatus are furnished as needed. Itinerant teacher service is provided in any public educational setting.

## ACOUSTICALLY HANDICAPPED

### Referral Procedures

If a pupil shows symptoms of hearing loss, he should be referred, after consultation with his parents, to the School for the Deaf for a hearing screening. Referrals may also be made directly by parents or physicians.

If the pupil is hard-of-hearing and can benefit from itinerant instruction, the School for the Deaf will refer him to the itinerant lip-reading instruction program. If the pupil is deaf, he will be referred for placement to the School for the Deaf. If the results of the hearing screening indicate that there is some other reason for his hearing loss, e.g., language impairment, emotional disturbance, or brain injury, the pupil will be referred to the Bureau of Child Guidance for examination and follow-up.

If the pupil remains in the school, the guidance counselor will maintain contact with the pupil and his parents and provide supportive counseling.

### Description of the Program

Following are the various types of special services available to deaf pupils and those with language or hearing impairment:

classes for the deaf (at the School for the Deaf, JHS 47M, 225 East 23 Street, New York 10010)

classes for pupils with language impairment (at the School for Language and Hearing Impaired, 500 East 78 Street, New York 10021)

citywide hearing guidance and lip-reading instruction program conducted by itinerant teachers in 140 centers in five boroughs for hard-of-hearing children in regular classes

resource rooms for deaf high school students in academic and vocational high schools

Children are eligible for admission to classes at the School for the Deaf if they are able to function in a class group in a day school. They can be admitted from the age of two years and eight months through the ninth-year program.

Highly trained teachers use the oral method stressing the communication and speech arts in all phases of learning. All regular school subjects are taught, and courses of study and curriculum bulletins prepared and issued by the Board of Education of the City of New York are followed. Training in lip-reading is given. Special features of the School for the Deaf include:

the integration of deaf and hearing children at the early levels of preschool training

the operation of a prevocational department consisting of seven shops

the use of group hearing aids on the induction system in every classroom

the school serves as the center of education for deaf children in the public school system of New York City.

APHASIC

The aphasic pupil is one whose language is impaired as a result of a deficiency within the central nervous system. Some of these pupils are unable to comprehend language (receptive impairment) and some are unable to produce language (expressive impairment). These two main impairments are frequently combined and exist in varying degrees. A large proportion of these pupils also have mild to moderate peripheral hearing losses. Environmental and psychosocial factors also play a part in the degree to which individual children adjust to central and peripheral problems.

Referral Procedure

A pupil is referred through the guidance office to the borough office of the Evaluation and Placement Center.

While the pupil is being evaluated, he should remain in school. Those who are not in school should be taken to the local school to be enrolled. Children below the age of five may be referred to the Evaluation and Placement Centers by the parent.

Description of the Program

An aphasic child may be serviced at the School for Language and Hearing Impaired or in resource rooms throughout the city. The school develops and implements its own curriculum materials to meet its special needs. Instruction is highly individualized and specialized. Pupils receive supportive services from the Bureau of Child Guidance. This program services children from nursery school through the age of twenty-one.

MULTIPLE-HANDICAPPED

The multiple-handicapped pupil is one who has more than one of the physical handicaps described above.

Referral Procedures

For multiple-handicapped pupils for whom there is no existing public school program, the Board of Education has established the Center for Multiple-Handicapped Children. The Center offers diagnostic and evaluative services and an educational program with supportive services to multiple-handicapped pupils. Children from ages three through sixteen are accepted from all boroughs, and busing service is provided.

Referrals to the coordinator of clinical services at the Center may be made by hospitals, social agencies, the various special education bureaus, guidance counselors, and parents. The following information should accompany each referral:

a psycho-social history of the child and the family

a comprehensive psychological report based on an examination during the past year, signed by an approved psychologist

a medical report describing the handicaps in detail and including pertinent information derived from clinical procedures or tests to support the diagnosis, and reports of psychiatric or neurological examination, if available

an educational report (if the child is or was in school), describing the circumstances in class which require referral to a special setting, achievement levels in reading and mathematics, and a history of interpersonal and group relations

Description of the Program

The Center offers an educational program and supportive services to severely handicapped children ranging from pre-kindergarten age through sixteen. It services children whose primary educational needs are not clearly determinable.

The purpose of the program is to develop an integrated and coordinated multi-disciplinary approach. Intensive service classes, permanent placement classes, intensive educational remediation, and rehabilitative services are provided. The curriculum is highly individualized, and prescriptive teaching is mandated. Since the goal of this program is to prepare pupils for placement in a less sheltered public school setting, the guidance counselor in the Center would maintain contact with the school guidance counselor, who would cooperate in providing ongoing supportive services to pupils and parents.

Mentally Retarded Pupils

The mentally retarded pupil is one whose intelligence level is below 75 as measured on an individual intelligence test administered by a psychologist. The teacher is often the person who initially identifies the pupil. Some of the characteristics shown may include:

inability to achieve academically within a normal range
poor neuro-muscular coordination
extremely short retention span
difficulty in maintaining or developing relationships with peers
performance that is consistently and substantially below grade level

Referral Procedures

The teacher would refer such pupils to the counselor for further study. After having reviewed the pupil's records, observed him in class, conferred with

other faculty members, and interviewed the pupil, the counselor would confer with the parent. At such a conference the counselor would exchange information with the parent and secure additional background material about the pupil's out-of-school activities. In counseling the parent, he would help him understand the problems faced by his child in the school and the advisability of permitting his child to be tested by a psychologist from the Bureau of Child Guidance with a view to special placement. The counselor may enlist the cooperation of the social worker or a paraprofessional in working on this very sensitive area. The counselor would then refer the pupil for testing to the Bureau of Child Guidance, which would then forward its recommendations to the school.

Description of the Program

At the elementary school level, educable pupils follow a promotional sequence through Early Childhood (5-7 C.A.) Pre-Primary, Primary, and Intermediate Classes in a two-track program. More able pupils are promoted at 13 years of age to intermediate or junior high school, while pupils with a more limited potential are given another year of preparation at the elementary school level.

At the secondary level pupils again follow, whenever possible, a three-class promotional sequence (Track I) or are assigned to the slower moving, limited participation class (Track II). Track I pupils between the ages of 15 1/2 - 16 1/2 may qualify for the High School CRMD class program which includes appropriate work-study experiences. Track II pupils at age 17 are eligible for the programs of the Occupational Training Centers.

Classes for trainable mental retardates (TMR) are organized in elementary schools throughout the city to provide for mentally retarded pupils, ages 5-17, who test below 50 IQ on an individual psychological evaluation by the Bureau of Child Guidance.

The Occupational Training Center (OTC) is designed for educable and trainable mentally retarded young adults, ages 16 through 21. The Center provides concentrated instruction and training in social and occupational skills to prepare young adult retardates to maintain themselves in competitive or sheltered employment and achieve maximum functioning in the adult world within their capacities.

The preparation of mentally retarded young adults for employment is accomplished through activities approximating the conditions and situations as they exist in the world of work. Occupational shops are organized to develop and improve general work skills and attitudes. Some occupational areas include: building maintenance, general industrial skills, publications, garment trades, home and family living, and office practices. Training is also provided in social-recreational experiences to prepare the individual for socio-occupational adjustment.

An integral part of the total program is work experience, which includes work-study (volunteer and paid work experience), part-time employment, and eventual job placement in competitive industry and sheltered workshops.

Curriculum development has been effected to provide a developmental job-oriented instructional program in occupational education. The design for curriculum is to provide a total course of study, emphasizing the manual and non-manual skills needed by a mentally retarded adult to maintain himself in the community as a worker and social being.

## Emotionally and Socially Maladjusted Pupils

There are many pupils in our schools who, for a variety of circumstances, manifest maladjustive behavior such as

- extreme restlessness
- calling out
- hyperactivity
- overaggressiveness
- tantrums
- open defiance of authority
- recalcitrance
- lack of responsiveness
- poor interpersonal relations

Many of these symptoms are precipitated by specific incidents either in the school or the home, and they may be temporary, or they may arise from personality conflict with the teacher, from a sense of defeatism, or from repeated failure or feelings of low self-esteem.

In many instances these pupils cause disruption in class and may be labeled emotionally disturbed, when in fact they are only responding to abrasive situations in the best way they know. These are the pupils most often referred to the guidance counselor, and usually at the time of the crisis.

The extent of the maladjusted behavior should be evaluated by the counselor with the assistance of the teachers involved. As an illustration, it may be that a pupil who is extremely disruptive in one class is behaving extremely well in another. The counselor might call a conference of all teachers concerned to ascertain whether or not there is a pattern to this behavior and whether there is a uniform stimulus which sets it off. They might also address themselves to those situations which evoke a positive response on part of the student and to methods which they can employ to effect a better adjustment of these students in their classes.

The counselor has an obligation to explore every resource in the school to help the student adopt the behavioral pattern which will be most beneficial for him. This would entail individual and group counseling, the use of role models, the use of other adults with whom the pupil can identify positively, case conferences, change of class placement, helping teachers provide success experiences, and working with parents and community to enlist their support.

### Referral Procedures

Where, in the opinion of the guidance counselor and the principal, a student meets the criteria for admission to a special school and would benefit from such placement, the appropriate referral can be made. Before making such a referral, the counselor should discuss the problem with pupil and parent(s), and arrange for them to visit the school. The consent of the parent(s) in writing is required before the pupil can be referred to a special school. If the parent refuses, the problem should be referred to the community superintendent. The district guidance coordinator or other appropriately trained professional may be designated by the community superintendent to screen referrals.

Criteria for admission to schools for the emotionally and socially maladjusted include:

school grade placement in grades 5-12 for boys and 7-12 for girls

an intelligence level determined by a psychologist to be above the CRMD range

a history of repeated disruptive and aggressive behavior, extensive in scope and serious in nature, which either endangers the safety of the pupil or others, or seriously interferes with the routine learning in the classroom

a history of truancy, if coupled with aggressive and disruptive behavior

the failure of the pupil to respond to extensive and intensive efforts by the school to help him, and the exhaustion of the resources of that school for the adjustment and therapy of that individual pupil

Description of the Program

School-Based Instruction. The Special Schools for Emotionally and Socially Maladjusted Children seek to provide an education for those pupils who have not succeeded in the conventional pattern provided in regular schools. Provision is made for successful experiences to take the place of social and academic failure experiences. The program is creative, imaginative, flexible, and able to be adapted quickly to the needs and interests of the pupils. The program is carefully contrived, periodically evaluated, and revised regularly. The school utilizes the experiences of the students and the social and economic life around them in a sustained effort to correct their deviant characteristics and redirect their abilities and energies toward more acceptable patterns of personal and social adjustment and higher levels of academic achievement.

The program is modified for each pupil in terms of his emotional, academic, and vocational needs at any particular time. The level of instruction is accommodated to the pupil's ability and achievement level. The classroom teacher plans the remedial work, the new work, the methodology, and the instructional experiences and materials in terms of the needs, interests, and abilities of each child.

Home Instruction. Pupils with emotional disturbances are accepted for home instruction, provided that they have the minimum intelligence within the range of the educable retarded, the demonstrated ability to profit from instruction, and either a letter of referral from a psychiatrist or the Bureau of Child Guidance recommendation for such service. The reasons for the request should be forwarded to the Bureau of Child Guidance, which will review the case, make any further inquiries, and forward its recommendation to the Bureau for the Education of the Physically Handicapped for concurrence and assignment of a teacher. Emotionally disturbed pupils assigned to home instruction are required to continue in programs of treatment with a psychiatrist, psychologist, social worker, or other agency therapist.

If the pupil is under treatment by an after-care clinic as a returnee from a state mental hospital, recommendation for home instruction may be made directly

to the Bureau for the Education of the Physically Handicapped.

Any of the treatment agencies may apply directly to the Bureau for the Education of the Physically Handicapped for termination of home instruction and transfer to another facility. Such requests must be made by a psychiatrist.

# WAYS OF LEARNING ABOUT CHILDREN

## INDIVIDUAL COUNSELING

The counselor works with pupils individually and in groups on a continuum that varies in depth, length of time, and type of contact. To secure as complete a picture as possible of the pupil's personality both in and out of school, the counselor gathers information about the pupil in a variety of ways:

examination of school records: cumulative, health, anecdotal, guidance

personal contacts through individual interviews and observation in peer groups

analysis of material revealed in personal history questionnaires, inventories and checklists, autobiographies, rating scales, and sociometric and projective devices

evaluation of reactions and opinions of significant adults: teachers, administrators, pupil personnel team, parents, community agency personnel

For the continuity of the counseling process, there should be an ongoing report kept by the counselor.

Individual counseling is a process that may be carried on at various levels of complexity. It may call for only a few minutes' exchange in a simple situation where the counselor offers information requested by a student, or it may require a series of sessions involving interplay of feeling, exploration of a problem, and planning for a solution.

Individual counseling extending over a longer period of time may be described as an individualized learning situation within a given structure. It carries a much greater emotional content than the classroom learning situation. It attempts to give the pupil a realistic perception of himself and of others significant in his environment, thereby understanding his behavior. Its goal is to increase the pupil's ability to make and carry out appropriate decisions to his own advantage by analyzing alternatives. Concerned with emotional as well as intellectual insights, it seeks to alter feelings as well as behavior.

Individual counseling, like education, includes among its goals the promotion of greater self-direction in coping with developmental tasks. Its essence is the interpersonal relationship between counselor and pupil, in the course of which the pupil begins to see himself more objectively, to learn alternative modes of behavior, and to make selections. Effective counseling results from the counselor's skill in securing information, making incisive hypotheses and interpretations, and presenting these for the counselee's consideration.

### SELECTING PUPILS FOR COUNSELING

A pupil may become involved in individual counseling as a result of

observation by the counselor in a group activity (classroom, large group guidance, group counseling)

self-referral by the pupil

referral by a teacher, parent, or administrator

It is important that counselors try to meet pupils in the grades assigned to them early in the school year for a get-acquainted session. Thus, when a problem arises, a pupil may be more receptive to the counseling relationship, having already had an agreeable first contact with the counselor.

A referral form (see sample on page 110) prepared by the counselor in consultation with the administration and representative members of the school staff, is vital to good communication. A checklist with room for teacher comments expedites the referral process. A prompt reply to the teacher who has made the referral may be implemented by a tear-off stub on which the counselor indicates the action taken and steps planned for the future.

Whatever plan of action is recommended should involve the teacher wherever possible.

## COUNSELING NEEDS OF PUPILS

### Social

Today's adolescents face problems of adjustment to the total environment that are more varied than those of previous generations. Some of these problems are:

choice of vocation, which in the past was determined by family status and precedents

educational and cultural gaps between parents and children

"need for success" as reinforced by the mass media, which present short-cuts to fame that do not exist in the experience of pupils as they struggle to climb upward

conflicting moral standards, necessitating choices by the adolescent

accessibility of narcotics and other habit-forming drugs

Old established behavior patterns break down as the youth of today reject adult limitations and question the validity of adult norms.

### Personal

The counselor must focus on meeting the basic personal needs common to all pupils, such as the need for

belonging
accepting and receiving love

economic security
freedom from guilt and/or anxiety
opportunity for self-expression
achievement
self-acceptance
recognition from others
management of fear and guilt feelings
ability to face reality
understanding of one's responsibility to others

Educational and Occupational

The departmental organization of the middle schools requires pupils to adjust to the different expectations of each subject teacher as well as to the overall regulations of the school. For pupils who are beset with family troubles, poverty, and academic disability, the difficulties of adjustment are compounded. The guidance process in the middle schools must bring its resources to bear upon such problems as

achieving at the level of individual potential
overcoming skills deficiencies
choosing appropriate electives
planning a program to meet individual needs and interests
solving occupational problems by assessing information related to aptitudes, vocations, and high school choice

DEFINING THE ROLE OF THE COUNSELOR

The personality of the counselor is a prime determinant in developing a working relationship with pupils in the middle schools. He should engender confidence and an atmosphere of mutual respect. He needs insight, sensitivity, tact, and patience, as well as an accepting attitude. He should cultivate the ability to listen for nuances and to recognize non-verbal cues. He should be a good listener. He should reserve judgment and realize that behavior is not always governed by logic. He should recognize his own limitations and should not hesitate to refer cases which are beyond his competence. In short, he should provide the atmosphere which will facilitate self-expression.

Pupils' attitudes toward the counselor and the counseling process will often depend upon their reasons for visiting the guidance office. Those who do not come voluntarily but are referred as a result of a behavior problem may think of the counselor as an unofficial disciplinarian who speaks to pupils in trouble. Such pupils may approach the counseling situation with resistance or suspicion. Others, particularly if self-referred, may view the counselor as a trouble-shooter who will listen to their tales and come up with a quick solution, or as a champion who will support them in a school conflict.

It is incumbent upon the counselor to involve himself in a positive and helpful relationship to the pupil before negative associations are permitted to develop.

## Various Approaches in Counseling

There are many approaches to counseling, from complete directiveness through varying degrees of non-directiveness. The needs of the pupil and the counselor's skill in the use of a particular approach will determine the techniques used with each pupil. Following is a brief description of different approaches to counseling.

Directive counseling has been found effective in some types of problems in which younger pupils may be handicapped because of lack of experience and information. The counselor seeks to establish rapport, to learn about the pupil and especially about his problem, and to motivate him in the direction of a solution envisioned by the counselor. It may appropriately be used in information-giving situations.

Behavioral counseling aims to modify behavior in the situation in which it occurs. It focuses on specific problems, one at a time, and devises small steps of progressive change. With school children, it relies on anecdotal reports and on manipulation of the home and school environments to reinforce desired behavior. Techniques include giving the pupil models of behavior. For example, pupils who are engaged in problem-solving activities are directed to evaluate alternate styles of behavior in a given situation and adopt one which would serve their best interests.

The counselor also reinforces certain kinds of responses, such as the pupil's desire to help himself, by bestowing rewards in the form of attention, interest, and approval. The counselor works to eliminate any expressions of helplessness or maladjustment by not responding to them or by ignoring the pupil while he is engaging in them. The help of teachers and parents in treating him in a similar way is enlisted. They are asked to compare the pupil not with others in the home or class, but with his own past performance, and to recognize and reward any improvement no matter how small.

The behavioral approach does not stress understanding behavior so much as it does devising concrete experiences to promote adaptive behavior. This learning approach to behavior is consonant with the educative process of the total school experience.

Reality theory, stresses the reality of the pupil's behavior and the personal interest of the teacher or counselor who shows him how others see him. Its use with acting-out or alienated pupils is based on the concept of two basic psychological needs: a sense of self-worth or achievement, and the need to give and receive love. The pupil with unfulfilled needs tends to distort reality. Basic to this counseling approach is a caring adult who, in a personal relationship with the pupil, helps him to be objective and realistic about his behavior and work. The counselor accepts him as he is, without delving into the past or into the reasons why he has not done his homework or why he is acting badly. The pupil is confronted with the reality of his behavior and is asked to make a value judgment about it in terms of whether it is good or bad, right or wrong, helpful or harmful for him. He is then supported in making plans for constructive behavior which will serve his needs and help him achieve his goals.

Interventionist counseling is a direct approach to a problem. The counselor obtains specifics from the pupil, getting him to state things exactly as they happened. By not accepting evasions, the counselor forces the pupil to react concretely so as to desensitize the problem. The counselor's technique is to challenge irrational assumptions by deliberately provocative statements.

Like behavioral counseling and reality therapy, interventionist counseling deals with the immediate, specific problems and offers concrete suggestions for action. Where behavioral theory emphasizes reinforcement to create a conditioned response, reality therapy stresses insight into cause-and-effect relationships, also in a pragmatic reward-punishment framework in which the pupil is urged to choose between the two. Interventionist counseling stresses help for the learner in identifying his own errors in thinking; it challenges the bases for his actions and attempts to change the internal value system and frame of reference that shape characteristic behavior.

The client-centered or non-directive approach in counseling in its undiluted form has not been extensively practiced in the middle schools because of the length of time required and the immaturity of the subjects. The school counselor is interested in helping the pupil take immediate steps to cope with the difficulty that is blocking his educational progress.

Some basic tenets of the non-directive approach are that the pupil has the resources within himself to solve his own problems, and that he has the drive to be integrated, independent, and well-adjusted. The pupil is encouraged to explain the problem and the circumstances that caused or aggravated it. The focus, however, is not on the problem but on the pupil, who with the counselor's help works out his own solutions in expressing, clarifying, and accepting his own feelings.

Many aspects of the client-centered approach have been accepted and modified by other theoretical schools.

Eclectic approach, which takes the most appropriate of the other methods and applies them to a variety of situations, is generally employed by most school counselors.

All systems of counseling stress the acceptance of the counselee as he is and emphasize growth in his adjustment and problem-solving skills. All systems of counseling seek to change the counselee's negative or uncertain attitudes and help him move in a positive and organized direction. The counselor uses his technical skills to establish communication and to structure the process for the desired goals.

The counselor may wish to use different approaches for different situations, even with the same counselee. With young people, the assumption is made that their ability to solve their own problems will be limited by inexperience. Analysis of emotional problems may be handled non-directively, but a considerable amount of directiveness may be needed in planning and carrying out a remedial action. The non-directive approach has been found useful in cases of dependency, of self-conflict, and of lack of assurance, when the counselee

must have the experience of gaining confidence in himself and in his ability to make decisions. More directive methods are employed in counseling for information-giving, improving skills such as study habits, and facing unpleasant situations.

The counselor may combine elements of the directive and non-directive approaches, for example, when the student is under great stress and needs reassurance and suggestions, when he lacks the power of self-analysis, or when he finds it difficult to verbalize. The eclectic approach may be especially useful if the student is called to the conference instead of seeking it voluntarily.

## STEPS IN INDIVIDUAL COUNSELING

### Preparing for the Initial Counseling Session

In preparing for the initial interview, the counselor collects as much relevant background information from as many sources as possible: the cumulative record, health cards, teacher observations, agency reports. Depending on the purpose of the interview, whether it deals with behavioral problems, interpersonal relationships, school achievement, or educational and vocational planning, the counselor will be more effective if he is equipped with the information to help him deal with the needs of the pupil.

### Establishing a Climate for Counseling

The counselor develops a productive relationship by allaying the pupil's apprehension and conveying acceptance by verbal and non-verbal means. A "warm-up" period of talk may be necessary, during which the counselor may wish to explain his own role to the pupil, introduce a discussion of the pupil's interests or aspirations, or in some other way establish a positive atmosphere. In order to avoid inhibiting the student's responses, the counselor should refrain from taking copious notes and should adjust the office setting to provide for the greatest degree of privacy.

Since many pupils are not self-referred and do not see themselves as having problems or needing assistance, the counselor must be skillful at lowering resistance and developing trust. He must be aware that simulated boredom and/or hostility are often used as defense mechanisms in the threatening situations. Mistrust of the counselor's role may be one cause of hostility, with the pupil seeing the counselor as another authority figure with whom he is in conflict.

Often this situation is best handled by acknowledging the pupil's feelings and showing that they are not resented. The pupil's situation may be discussed in a general way at first, with the focus on the least threatening aspects. Often, pupils will express themselves more freely about past experiences than about their current relationships. Methods such as sentence and story completion are useful in evoking feelings and developing insights. Through discussion of the pupil's early years, favorite teachers, and memorable experiences, the counselor can gain insight into his feelings about himself and the school, and can then guide the interview into profitable channels.

The pupil may believe that no one in authority is really interested in him, except to chastise him for infractions of school rules. He may expect that the counselor, another authority figure, will censure and reject his values. Several interviews and positive intervention by the counselor on the pupil's behalf are normally required before the pupil feels enough trust to confide his deeper thoughts and feelings. Often a superficial problem will be discussed while the pupil is evaluating the counselor's possible reactions to his deeper concerns. The counselor should offer an understanding and empathetic hearing. On the other hand, it is sometimes necessary to arouse anxiety in order to motivate the pupil for learning; this can be done by direct questions, by silence, by challenges. The success of this and other techniques, however, is predicated on the prior development of a good relationship between counselor and pupil. Acceptance is the counselor's key to this relationship.

Structuring the Relationship

The counselor defines the kind of help offered, the nature of the relationship, and the role of the participants. The pupil should be made aware that the counselor is neutral, neither against him nor on his side against those in authority. The limits and goals of the process and his own responsibility for making decisions should be clearly perceived by the pupil.

Again, the establishment of rapport is a necessary prerequisite for success in this as in any other area of counseling. The counselor is a concerned and interested individual who works with beliefs and attitudes, not only with overt behavior. He explains to the pupil that hasty judgments based on emotional reactions are usually fallacious. The counselor acts as a role-model and may use self-references. He structures the relationship so that he identifies to the pupil what he is doing as he goes along. He may give the pupil psychological homework, some small specific task to do which will entail a new mode of response to the situation.

For younger pupils, limits in what is permitted may be delineated. By manner and behavior, as well as by words, the counselor steers the course of the relationship. He checks his technique by asking himself to what extent he understands the problem presented, how well qualified he is to cope with it, what his attitudes are toward the pupil and his problem, what procedures should be used, and what reasonable outcomes can be formulated.

Techniques in Counseling

The counselor should have a plan for reaching a specific goal in the counseling process so that the student may be aware of movement toward that goal during each interview. The specific techniques used by the counselor will depend on the goal and the plan for reaching it; e.g., one of the goals that a counselor may set might simply be to develop on the part of the student an awareness of his own specific needs.

If the pupil can realistically accept the fact that he has a problem, the counselor helps him take definite steps to cope with the difficulties that are blocking his educational progress and/or his personal and social adjustment. To do this, the counselor needs to be aware of the pupil's feelings

about himself, his method of gratifying basic needs, his relationships with others, and his way of handling anxieties. The counselor uses non-verbal as well as verbal techniques to explore feelings and release tensions. The counselor leads when he can help the pupil clarify his thinking and when it is necessary to bring the discussion back to the main track. He may use prompting remarks and questions, such as "What is the worst thing that could happen to you?" "How are others who are laughing hurt you?" "Whom are you interested in helping?" "Do you really need it, or do you really prefer it?" "I can understand your anger, but in what other ways could you have handled the situation?" "You may want it that way, but things can't always be the way you want them." "Tell me more about your friend." "A while ago you mentioned thus and so; would you like to talk about it?" "What do you mean? Would you explain that a little more?" "What methods do you use for study?" "What did you say to the teacher?"

It is wise for the counselor to steer away from deep waters for which the pupil may not be ready. Although the counselor may be seeking causes for certain behavior, his interaction with the pupil should concentrate on remedying the situation as it is seen by the pupil. The counselor is supportive and tries to neutralize any concern the pupil may feel. For example, he may remark to an anxious pupil, "Many pupils feel this way when they come here" or "Most pupils with your grades do well in this program." This technique should be used with discretion, lest it becomes a crutch to the pupil.

The reaction to objective information given by the counselor can often give impetus to interaction during the course of the interview. For example, information regarding a high school, a recreational program, or a sports event may open the lines of communication with the pupil. The counselor should exercise caution, however. Information which conflicts with the pupil's self-image may cause rejection of the counselor and resistance to the counseling process. For example, if a pupil sees himself as being the victim of a teacher's prejudice, he may rationalize his poor achievement in that class and react negatively to any reference to his own responsibility for it. The counselor may possibly overcome this objection by role-playing an incident reported by the pupil, so that he can perceive the situation from another point of view.

The counselor should calculate possible outcomes before resorting to strong directive techniques which may inhibit the development of the child's decision-making abilities. These techniques are often damaging to the goals of counseling.

If the pupil seems to be overly dependent, the counselor should explore his self-doubts with him. For example, "You want me to tell you what to do? Do you think that would help you? Do you think you would follow my advice?" The pupil should then be led to discuss how he feels about alternatives in a decision-making situation.

The counselor can reinforce some of the pupil's responses and thereby provide encouragement. For pupils needing ego-strength, the counselor can develop joint planning, using the pronoun "we." For example, "How can we work it out?"

The counselor should not feel compelled to interrupt a silence, as this might be productive in allowing the pupil to think something through. If the pupil seems to be distressed by any prolonged silence, the counselor may take the lead in breaking it.

Ending the Interview

It is unproductive to end an interview abruptly. It is therefore advisable for the counselor and the pupil to set the time limit at the start. This will allow the counselor to allocate time for summarizing and planning follow-up steps, and for the pupil to ask questions and to make his own judgments in light of the insights developed during the session. Planning for follow-up activities should be done jointly and should include some concrete activities to help the pupil. Examples of this may involve having the pupil try out newly learned behavior in specific situations, obtaining additional information through reading or talking with someone, or simply giving some more thought to an issue that was raised. To illustrate, the pupil who may have difficulty in handling his anger in a provoking situation may be asked to adopt another behavior pattern the next time something makes him angry, or a pupil who scornfully rejects the need for a particular subject may be asked to explore the admissions requirements for certain colleges.

Evaluating the Interview

The counselor should continue to gauge the movement in the counseling process in order to judge the effectiveness of his methods. Individual counseling requires evaluation and consultation to determine goals, progress, and selection of techniques.

Answering the following questions will be helpful in evaluating the counseling process and/or results:

> Why did the pupil come? Was the problem that was brought up by the pupil the real one that concerns him?
>
> Which feelings did I respond to, and how did I help the pupil express himself?
>
> Was I aware of non-verbal cues, such as nervousness, which signaled emotional tension?
>
> Was rapport gained? Was there anything to suggest that he felt he was not understood or that he could not express himself?
>
> Which responsibilities were assumed by me? Which ones were assumed by the pupil?
>
> What insights, information, and tension-release were obtained? How are they helping the pupil?
>
> To what extent were the goals and desired outcomes of the interview realized?

Does the pupil have some plan of action to try?

What steps are being taken to provide follow-up and obtain feedback?

Recording the Interview

The reason for the interview and its date should be recorded briefly in the guidance folder. All recorded information should be evaluated in terms of how it serves the interests of the pupil and how it can act as a guideline to the counselor for a plan of action. Brevity is always a precautionary measure. The counselor should keep confidential information separately in a secure place. Information is interpreted by the counselor to teachers concerned when, in his discretion, it will be used to help the pupil. Professional ethics require that confidences should not be breached, but teachers may be alerted to information which will be helpful to the school in providing for the pupil's special needs.

If the pupil was referred by a member of the school staff, the counselor should briefly inform him of steps being taken. A form similar to the sample on page 110 may be used for this purpose.

For the guidance folder, the counselor may find it helpful to use a profile summary such as the sample on page 111, containing data which is obtainable from the cumulative records and from interviews. The guidance folder should move up the grades with the pupil to maintain continuity.

In addition, the counselor will need an interview form to record consecutively the interviews with or about the child. Each recording should specify the date, person interviewed, the content of the interview including information and feelings elicited, the counselor's tentative interpretation and recommendations, and action planned.

Follow-up of the Interview

The counselor provides reinforcement by approving certain behavior and by trying to enlist the understanding and support of others, such as the pupil's parents and teachers. If the interview has disclosed the need for supplementary data, the counselor should take appropriate steps to secure it. As an aid during the process of adjustment, counseling should continue even after the pupil begins a course of action. To reinforce the relationship established during the interview and to provide continuity of support,the counselor may wish to find opportunities for informal contact between interviews. He may drop in to see the pupil in the classroom or in a special activity, or he may observe him in the hall or library.

Communication with parents and teachers should be ongoing to apprise them of information to increase understanding of the pupil, obtain feedback, and explore with them appropriate plans for the future. If clinical services, tutorial programs, enrichment activities, or recreational facilities are required, the necessary referrals should be made.

(School Heading)

REFERRAL TO GUIDANCE COUNSELOR

(Please attach all anecdotal information)

_____ _____
Name of Pupil Official Class

is referred for the following:

_____ _____
Name of Teacher Date

Tear-Off Stub

.....

Regarding

_____ _____
Name of Pupil Official Class

whom you referred to the guidance office on _____, the following action
date

has been taken:

Pupil was interviewed on _____

Pupil will be seen on _____

Pupil was observed in class on _____

Pupil's parents were seen on _____

Additional information is needed about _____

_____

Please indicate when we can confer regarding this pupil:

_____ _____
Date Period

Thank you for your cooperation.

_____
Guidance Counselor

_____
Date

(School Heading)

PROFILE SUMMARY

I. Name of Pupil _____.

Class

Date of Birth

Address

Home Phone

Parents' Names

Parents' Occupations

Business or Emergency Phone

Siblings

II. School Attended

Subject Interests

Special Interests

Reading Grade Score

Highest Marks

Educational Plans

Tentative Vocational Choice

Tentative High School Choice

Arithmetic Grade Score

Lowest Marks

III. Health Status

Parental Contact

Pupil's Special Needs

Previous Referrals

IV. Agencies Familiar with the Pupil or Family

V. Reasons for Referral

Action Taken by Counselor

Action Taken

## GROUP APPROACHES IN GUIDANCE AND COUNSELING

The growing interest in group work in recent years has spurred counselors to rely more and more on group processes as an added dimension to the guidance and counseling of students. Through the dynamics of interpersonal relationships, individual participants further their own development and that of others in the group.

Although groups vary in size and employ different techniques, their members all have common goals, are involved in interaction with each other, and seek satisfaction of their needs through the group process.

The group setting is favorable for providing those conditions under which pre-pubertal children and adolescents, in particular, are encouraged to grow and to change. Within the security of the group they can more readily identify, communicate, ventilate their feelings, evaluate themselves and others, and test reality.

Group work can be used effectively in school settings if the approach used is suitable to the specific need for which it is designed and falls within the counselor's expertise. The supervisor of guidance is available for consultation on the type of group work to be started and on the readiness of the counselor to engage in this type of group work.

Group approaches may be divided into three basic types, which overlap in terms of goals, process, and content: group guidance, group counseling, and group therapy. Group therapy does not fall within the province of the school counselor. As a differentiation of the group procedures applicable to schools, the first two types of group work mentioned above may be subdivided as follows:

Group guidance: large-group guidance
group guidance class

Group counseling: developmental group counseling
group counseling for special needs

The chart on page 113 gives an overview of this section which is concerned with group approaches in guidance and counseling.

### GROUP GUIDANCE

The group guidance program in the middle schools includes two kinds of group work with pupils:

large-group guidance, such as two or more classes or an assembly group
group guidance class

Group guidance has primarily a positive, preventive aspect and is generally concerned with such matters as gathering of information for educational or occupational decisions, or orientation to new situations. It tries to anticipate and meet the needs of individual students, particularly at crucial periods in their development.

GROUP GUIDANCE AND GROUP COUNSELING: A COMPARISON

| | Large Group Guidance | Group Guidance Class | Developmental Group Counseling | Group Counseling for Special Needs |
|---|---|---|---|---|
| Size of group | 2 or more classes | 1 class | 10-20 pupils | 2-10 pupils |
| Method of Selection | Special interest group programed by school (e.g. 9th year pupils interested in special high schools) | Programed by school | Non-differentiated half-class, programed by the counselor in consultation with the principal | Programed by the counselor, based on commonality of concern, as determined by counselor and students |
| Leader | Administrator, teacher, grade adviser, or counselor | Teacher, grade adviser (counselor for demonstration purposes only) | Counselor | Counselor |
| Physical Environment | Auditorium, large classroom, cafeteria, library | Classroom | Classroom, office or other meeting room, with movable seats | Classroom, office or other meeting room with movable seats |
| Number of Sessions | As needed | Once a week for each class | 5-10 consecutive weekly sessions each semester, 5-10 consecutive alternate week sessions each semester, or longer if needed | Once a week for a number of sessions to be determined by the counselor on the basis of group needs |
| Major Emphasis | Content | Content | Process | Process |
| Primary Objective | Information giving | Information giving Group discussion and clarification | Exploration of attitudes through self-understanding, decision-making, and exploring ways of handling normal developmental needs | Modification of attitudes and behavior |
| Illustrative Techniques | Speakers, audio-visual materials, panels | Discussion, panels, buzz sessions, role-playing, audio-visual materials, sociometry, puppetry, open-ended sentences and stories, etc. | Using counseling techniques to develop group process to move group responsibility from the leader to group members (confrontation; intervention; reacting to a structured situation, interpretation and reflection on the part of the leader to develop group cohesiveness and direction) | Counseling techniques (clarification, confrontation, interpretation, etc.) |

Coordinated Planning. The organization of the group guidance program requires systematic planning, trained personnel, cooperation among teachers, counselors, and administrators, democratic participation, enlightened leadership, an atmosphere of acceptance and understanding, and good communication.

Systematic, cooperative planning provides for clarity of objectives and for congruity and continuity throughout the grade levels. In addition, coordinated planning makes possible the determination of special objectives at decision points in particular grade levels, as well as the appraisal of outcomes.

An advisory council composed of staff and/or students can be helpful in suggesting topics and resources.

## Large-Group Guidance

Large-group guidance is a process whose basic objective is to provide students with instructions and direction in such matters as intergroup relations, personal and social adjustment, college and career planning, and orientation to school or the world of work.

The large group may consist of two or more classes, assembled in the auditorium, library, cafeteria, or other large area in the school which can accommodate a large number of students.

In large-group guidance sessions there is the opportunity to provide information in many areas of interest to students at a given age, e.g., occupational information, description of various types of high schools, and community resources. These sessions also lend themselves to films, guest speakers from high schools, colleges, community agencies, business and industry, the professions and alumni groups, exhibitions of talents and skills, dramatic presentations relevant to guidance (e.g., on drug abuse).

Because of the size of the group, there is little opportunity for reaction and interaction. It is therefore advisable for counselors to assist teachers in providing appropriate follow-up activities in subject classes and to plan for group guidance and group counseling sessions, and for individual interviews which will be conducive to the examination of feelings as well as content.

## Group Guidance Class

In the group guidance class, which is both preventive and developmental in nature, students are assisted in handling their everyday problems -- personal, social, education, and occupational. By preventing minor problems from developing into major ones, the group guidance class can be of value in helping pupils maintain their physical and emotional well-being.

Size and Composition. The group guidance class is a full class usually scheduled for a regular period as part of the pupil's and teacher's program. At different times, whenever they are relevant to the discussion, parents, community leaders, and administrators may participate.

Roles of the Counselor and Teacher. The counselor acts as a consultant in developing activities for the group guidance class, which is conducted by the teacher. The approach will vary with the group's structure, organization, cohesiveness, personality content, values, and role concepts. A large group such as this requires more structure and more active leadership than a smaller group. It is possible that a part of the counselor's responsibility will be to advise teachers in group guidance methods, to act as a resource person, and to give demonstration lessons in group guidance as an inservice training device for the teacher.

Although the group guidance class is not a substitute for counseling, it does contribute to the achievement of some counseling goals. As an outcome of effective group guidance classes, an increase in students' requests for counseling may be noted, because these sessions help students to become aware of the need for counseling and further information and to develop a willingness to seek and accept it.

The selection of teachers of group guidance classes should be based on their training and interest, as well as on their awareness of the techniques of involvement and discussion that must evolve from the expressed or inferred needs of the students. Hopefully, the counselor will be consulted regarding the selection of teachers of group guidance.

As students in the group become more comfortable in the process of group interaction, they should be encouraged to assume leadership roles within the group. By developing a democratic atmosphere, the teacher will give impetus to student leadership.

After the group guidance session, the counselor and teacher might cooperatively discuss the lessons, evaluate them, and make suggestions for improvement and follow-up.

Role of the Administrator. Plans for group guidance classes should be discussed with the school administration in order to make them a meaningful part of the overall school program. Suggestions should be welcomed as to possible topics to meet the specific needs of a school, as for example, the utilization of resources of the school, parent body, alumni group, and community.

The counselor can frequently call upon the supervisor of guidance and members of the school staff who have special information, talents, abilities, or materials to participate in a team effort to aid in group guidance.

Role of Alumni. The opinion or reactions of older students and alumni who are recognized as peers is often of great value to students. For example, at meetings devoted to orientation to a new school setting, alumni may be in a better position to answer questions on the appropriateness of their choice of school, how they coped with their new experiences and anxieties, and what recommendations they can make to help newcomers to the same situation.

Role of Parents. Many group guidance activities are frequently of interest to parents who can be invited as guests or speakers. It would be

appropriate to invite parents to attend group guidance sessions at which topics such as the following are being discussed:

articulation meetings with high schools
orientation sessions
information programs concerning special programs (curricular, cocurricular, and extracurricular)
interpretation of test-score profiles
college information
occupational information

Process of Group Guidance Class

To insure their effectiveness, group guidance classes must progress from teacher-directed methods of the traditional classroom to those which give students more responsibility for planning topics and conducting activities. There should be a clear statement of goals. In group guidance, there is less emphasis on formal learning elements and more emphasis on sharing attitudes, opinions, and feelings. An evaluative aspect of the success of group guidances would be, therefore, in terms of well-developed and substantiated opinions and in changed or developed attitudes, rather than in accumulated knowledge or skills.

General Guidelines for Content. The themes suggested in the chart on page 117 may be used to guide the counselor in planning the sessions, to be supplemented by topics the groups themselves feel relevant to their needs. From these themes, the following topics may be elicited:

Getting along with others
Understanding myself
My physical health
Why do I need school?
Overcoming handicaps
Preparation for leisure
Boy and girl relations
After school, what?
What's technology to me?
Drug abuse
What is social maturity?
Beliefs and superstitions
Earning a living
Living in an atomic age
Accidents can be prevented
Improving study and work habits
How do I cope with my feelings?
What can I expect from myself?
What would I like to be doing ten years from now?
Who should our student leaders be?
What is emotional maturity?
Importance of planning ahead
State and community agencies and services, e.g., government, education, welfare, protection, recreation
Responsibility for one's action
Getting the most for my dollar

Techniques. Large-group instruction lends itself to a variety of techniques depending on the size of the group. As the group increases in size, there is less peer involvement and greater leader domination.

Films, filmstrips, illustrations, photographs, and selections from literary works can be used effectively in conjunction with the techniques which follow. For example, part of a film can be shown or part of a story read, and one or more groups of pupils can then be asked to utilize role-playing techniques in a sociodrama to complete the story as they see it, based on their perception of the situation. This can then become the basis

## SUGGESTED THEMES FOR GROUP GUIDANCE

| Grade Level | Schoolwide Concerns | Family Concerns | Personal-Social-Physical Concerns | Occupational Educ.-Voc. Concerns |
|---|---|---|---|---|
| 5-6 | Orientation<br>School personnel<br>Rules<br>Adjustment to routines<br>Study habits<br>Individual programs<br>Influence of older students<br>Role of school aides<br>Greater self-direction<br>Lunchroom control<br>Helping others | Sibling relations<br>Home responsibilities<br>Money<br>Rewards<br>Punishment<br>Parenthal authority<br>Study arrangements | Relations with peers and authority figures<br>Cliques<br>Choice of friends<br>Appropriate social and recreational activities<br>Understanding strengths and limitations<br>Structuring time<br>Success and failure<br>Decision-making and concomitant responsibilities | Why people work<br>Income status<br>Job families<br>Relation of school subjects and work<br>Relation of school habits and work |
| 7-8-9 | Marks, tests, report cards<br>Self-assessment<br>School activity<br>School politics<br>Service credits<br>Student role in school operation<br>Vandalism<br>School citizenship<br>Status as leader<br>Graduation activities | Adolescent independence<br>Relations with parents<br>Aspirations<br>Parents as people | Dating<br>Boy-girl relationships<br>Emotions<br>Self-control<br>Physical changes<br>Self-appraisal<br>Success and failure<br>Leisure time<br>Prejudice | Trends: status of women<br>Technological changes<br>Jobs of the future<br>Attitudes toward work<br>Dropouts<br>High school choices: courses, selection<br>Post high school education<br>Military service<br>Part-time employment |
| All Grades | Gratification<br>Feeling of self worth<br>Community concerns<br>Differences between groups | Narcotics and substance abuse<br>Alcoholism<br>Law enforcement | Delinquency<br>Housing<br>Vandalism<br>Civic groups | Community resources: health, social, recreational, religious, employment |

for group discussion either in panel, buzz session, or other format. These discussions can help pupils develop insight into their own perceptions in comparison with those of their classmates, their parents, their teachers, or other individuals with whom they interact.

For each of the techniques described, the group leader might find questions such as these useful in launching discussion:

"Why did the pupil say that it was not his fault?"
"If you were the parent, how would you react?"
"If you were the teacher, what would you do?"
"In what way was the pupil helping or hurting his chances for success?"

Case Method. The counselor selects the hypothetical case of a student who has a typical problem. Students are asked, "What would you do if you were this person?" The counselor acts as a non-judgmental leader while the case is discussed. The counselor should not express opinions, but he may supply additional information when asked. The counselor may also ask thought-provoking questions to encourage further discussion. The case conference method is intended to help pupils become aware of the necessity to question and explore a situation fully before they try to make decisions, and to identify with others who have similar needs. The case method is a good vehicle for students to project their own feelings and needs through the discussion and analysis of the problems of an anonymous person.

Panel Discussion or Symposium. A panel discussion involves a selected group of persons, usually three to six with a moderator, who express their views to a larger group. A particular value of this method is to demonstrate for the audience the process of rational, democratic discussion.

The panel discussion can be used as a technique with class or assembly groups. The choice of topics should reflect the interests and problems of the group, drawing from the wide range of educational and social situations that confront the pupils, for example, school or parents as authority figures, drug abuse, higher education, or early work experience.

The discussion can be started by having the moderator introduce the panelists. He can then ask a leading question or make a statement which gives focus to the problem being discussed. At the end of the discussion, there should be summary statements by the panel members and a closing statement by the moderator. The pupils selected for the panel should represent the broad spectrum of opinion or feelings prevalent among the group and should be knowledgeable and articulate. The moderator interprets, summarizes, and asks questions to develop group interaction.

If a more structured approach is needed, the symposium can be used in lieu of the panel. After a topic is chosen, the speakers, four to six in number, are given certain time limits in which to present their material on different aspects of the topic. After each speaker has been called up to present his material, he is allowed to ask one or two questions of the other speakers. The audience can also be called up to ask questions

of the speakers. At the end of the question period, each speaker should be given time for a rebuttal or summary. The success of the panel or symposium depends largely on the care used in choosing speakers, the time taken to prepare the large group for the event, and the extent to which interaction is stimulated.

Sociodrama. The terms sociodrama and role-playing are interchangeable and are applied to the method whereby the participants portray their own feelings, behavior, and attitudes, or those of others in a playlet form. The situation enacted may involve interpersonal conflict or anxiety experienced or anticipated by the group members concerned.

A problem is introduced by the counselor or some member of the group, focusing on a matter of common concern, such as a typical classroom situation between teacher and pupil. The problem situation is then enacted as it actually happened, or usually occurs, so that the group may perceive relevant issues. After the problem has been dramatized spontaneously, the group discusses the enactment, trying to evaluate the effectiveness of the solution, the effect of the role players' words and actions on one another, and the reactions of the spectators. After discussion, another group may reenact the problem situation, enabling them to try out the ideas and tentative solutions developed in the group discussion.

A modification of the sociodrama is the open-ended story based on a typical situation which is read by the counselor to the group. The story terminates at a crisis point and the members of the group explore suitable endings through role-playing.

The goal of sociodramas is to develop an understanding of why others act and feel as they do, to reduce anxieties by establishing an awareness that feelings are shared by others, to decrease self-consciousness through the assumption of a role, and to practice unfamiliar roles, as in job interviews. When dealing with alternate methods of handling situations, the pupil can experiment with appropriate and inappropriate behavior and learn what is acceptable to others as well as to himself.

Some potential risks in role-playing, creative dramatics, and sociodrama lie in the possibility that what stands out as a vicarious experiment for a particular pupil might develop into a psychodrama, personal trauma, or excessive self-exposure. The counselor who is familiar with the students in his caseload should exercise the necessary cautions and avoid situations which lead to embarrassment.

Role Models in Occupations. Inviting guest speakers from representative fields helps to introduce pupils to occupational areas. Parents, representing diverse vocations, are valuable resource people. Older pupils who have specific goals and are working toward them may be invited to talk to groups about their work, their apprenticeship in industry, or other initial training. The following suggestions are useful:

> Select a qualified person to address the group. Ask him to discuss facts that influenced his choice of career and steps that were necessary to enter the field.
>
> Furnish each speaker with a suggested outline. Questions on vocational conditions can be supplied by the counselor.

Ask each speaker to distinguish between facts and his own opinions.

Limit the speaker to fifteen to twenty minutes, and allow an equal time for questions.

Caution the speaker that you wish him neither to oversell nor undersell his field, but to present it as objectively and impersonally as possible.

Whenever possible, have two or three speakers to discuss each occupation. They may appear several weeks apart, if desirable. This will tend to minimize the danger of prejudiced presentations.

Group guidance activities devoted to occupations can be effective in providing stimulating role models. Some pupils lack occupational role models in the family and participate in few family activities related to their aspirations. If these pupils aspire to occupations which are unfamiliar to them and their parents, they are dependent upon the school for relevant information.

Buzz Session. The buzz session is comprised of small groups within the larger group. Small groups of four or five pupils are assigned the task of considering a problem presented to the large group and arriving at some type of solution. The chairman of each subgroup then reports and presents the solution to the group at large for further discussion or evaluation.

Evaluation. In group guidance it is not easy to evaluate how the members are benefiting from the group experience and what they believe they are learning. There are, however, some criteria that can be helpful: the extent to which pupils participate in planning and in the discussion, the freedom with which they express themselves, and the extent to which they make their feelings apparent.

Furthermore, the group leader may utilize questionnaires, suggestion boxes, verbal evaluations, his own observations, the number of self-referrals which result from group sessions, and the feedback in individual interviews.

The group leader can evaluate the effectiveness of the group sessions by observing whether the pupils resolve similar situations and problems in more acceptable ways, react with less anxiety, and exhibit greater proficiency in problem-solving.

## Guidelines for Group Guidance

The following are examples of techniques which have been used successfully with large groups of pupils. The counselor in consultation with others can adapt many of these materials and resources.

Technique: SOCIODRAMA

I. Broad Topic: Going along with the crowd

Specific Topic: We are often judged by the actions of those with whom we associate.

II. Counseling Objectives

. To understand the need to avoid immediate temptation which may lead to trouble

. To understand that "going along with the crowd" may end disastrously if the crowd is bent on destructive behavior

III. Suggested Procedure

The counselor introduces the situation of a boy walking to school who is waylaid by a gang of other pupils. They ask him if he wants to join them in truancy from school. They tempt him with offers of a bang-up time. What will the boy do? Will he go with them, or will he continue on his way to school as he had already planned?

Volunteers are selected from the group to assume the necessary roles.

IV. Outcomes

. We are frequently tempted to join others in dubious activities. If we give in to temptation, we must answer for the outcomes.

. Friends who are interested in our welfare will not mislead us.

. If we plan a worthwhile activity, we should not allow others to distract us from our goal.

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Technique: CASE METHOD

1. Broad Topic: The importance of planning

Specific Topic: Sometimes our best plans fail

II. Counseling Objectives

. To develop insight into the difficult problems of daily living

. To develop an awareness of human frailty

. To help pupils understand the difficulties involved in solving problems

III. Suggested Procedure

The counselor presents the following case to the group:

Janet is a good student, and her friends enjoy her company. She plans her work carefully and contributes to the class. She gets good grades, and her teachers can depend upon her for extra assignments whenever they are needed.

She is now getting ready for bed, and as she arranges her clothes and books for the morning, a paper falls to the floor. She picks it up and becomes upset. It is the name of a record which she had promised to borrow from her aunt for tomorrow's English class. The class was going to listen to it as part of a poetry lesson. Janet has completely forgotten about it.

What should she do?

IV. Summary

After answers have been elicited from the group, the following conclusions may be drawn:

. We should look for acceptable alternative methods to solve a problem.

. We sometimes have to assume responsibility for failure as well as credit for success.

. We are sometimes forced to make difficult or unpleasant decisions.

V. Follow-up

. Discuss the following:

How will her classmates feel, and what do you think her teacher will do?

How can Janet solve this problem so that all concerned are satisfied?

. Why do some people always assume responsibilities and some avoid responsibilities?

. Is it possible to assume too much responsibility?

. In language arts class, have pupils write an original story about a difficult problem they had to solve.

---

Technique: GROUP DISCUSSION

1. Broad Topic: Leisure-time activities

   Specific Topic: Using community resources

II. Counseling Objectives

- To help pupils develop a broad range of interests
- To increase knowledge of wholesome activities which can be explored in a community group
- To increase knowledge of sports and physical activities available in the community.

III. Suggested Procedures

Invite pupils who belong to local community groups to discuss aspects of the group's program they enjoy most and present examples of skills they have acquired.

Pupils who belong to community action groups can show pictures of community improvement.

Pupils who participate in after-school programs, such as music, dance, and arts and crafts might display their work and demonstrate their skills.

Pupils who belong to after-school clubs and tutorial programs might discuss their activities.

Pupils who have participated in community summer schools and day camps might tell how they benefited from the experience.

(Note: This may be appropriate towards the end of the school year.)

IV. Follow-up

- Discuss plans for the coming summer, such as summer school, tutorial programs, volunteer jobs, and recreational activities.
- Discuss the need for community pride.
- Discuss the need for physical activities, and prepare a list of neighborhood recreational facilities.

---

Technique: GROUP DISCUSSION

I. Broad Topic: Human relations

Specific Topic: The importance of overcoming prejudice

II. Counseling Objectives

. To inculcate an understanding of our changing times

. To help pupils understand the destructiveness of prejudice

. To stress the importance of persevering and planning

III. Materials: Film, "A Morning for Jimmy" (See Bibliography for the most recent film, with a similar theme.)

IV. Suggested Procedure

Introduce the film as follows: "Some people quit before they are ahead. We are going to see a film about a boy who was becoming very discouraged about his future opportunities until he met some helpful people. When you watch the film, think how you would have acted if you were in his place."

V. Outcomes

. Everybody becomes discouraged at some time in life. If we would all quit when we couldn't get what we wanted, nobody would achieve his goal.

. Times are changing, and opportunities are opening in many fields for all people.

VI. Follow-up

. Discuss what might have happened to Jimmy if he quit trying.

. Discuss how people cope with disappointment.

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Technique: GROUP DISCUSSION

I. Broad Topic: The world of work

Specific Topic: Occupational opportunities for minority groups

II. Counseling Objectives

To develop the concept that opportunities are opening up for minority groups in all avenues of work

- To help minority youth identify with role models who have achieved success in specific trades, skills, and professions

- To help pupils understand that education and training are their bridges to self-improvement

III. Materials: The Dr. Ortiz Story (or other films in the series, "If You Believe in Yourself") or Making It. For additional films and relevant books, see Resource Materials.

IV. Suggested Procedure

Prepare for the presentation of the film or story by providing some introduction to help the group focus on the area of concern, and follow with discussion.

V. Follow-up

- Discuss the qualities which led to success.

- Ask the members of the group to describe people they know who have "made it."

- Speakers can be invited to address the group, e.g., former students, people working in the neighborhood (businessmen, professionals, skilled craftsmen, etc.).

- Discuss the characteristics necessary for success, for example, the importance of planning and decision-making, and the importance of education as the key to the future.

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Technique: BUZZ SESSION

I. Broad Topic: Family relations

Specific Topic: Understanding the need for routines at home

II. Counseling Objectives

- To develop an understanding of the importance of routine for doing homework

- To stress the importance of good health habits appropriate to pupils of this grade

- To develop an understanding of parents' concerns about their children

III. Suggested Procedure

The counselor or teacher holds a meeting with a group of pupils to prepare a dramatization of a home situation. One situation might

concern a mother who repeatedly urges her son Jimmy to get to bed on time. Jimmy refuses to obey and instead stays up to watch the late show on television.

After the presentation, divide the audience into small groups for a buzz session to discuss the following:

"How much of his homework do you think Jimmy completed?"

"How do you think Jimmy will feel when he arrives at school the next morning?"

"How would you feel if you were in Jimmy's place?"

"What do you think will happen to Jimmy's health and to his school work if he continues to watch the late show every night?"

It would be helpful if the above questions were rexographed in advance and one copy distributed to each small group. After approximately ten minutes, select a spokesman from each group to address the audience and present the findings of the small group.

IV. Follow-up

. Encourage reaction from the entire group to the individual group reports.

. Discuss the importance of planning enough time for homework and other chores.

. Discuss the appropriateness of parents' concern about their children's progress.

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Technique: SOCIODRAMA

1. Broad Topic: Self-evaluation

Specific Topic: The importance of using an honest approach when appraising your progress

II. Counseling Objectives

. To help pupils seek the true cause of their behavior

. To help pupils understand that it is easy to blame others for their own mistakes

. To develop an appreciation of the value of tests and records in appraising pupil progress

III. Suggested Procedure

In consultation with the teacher, select a group of pupils to participate in acting out a situation in which a youngster brings home a poor report card. (This can be a spontaneous presentation with pupils selected from the group.) The pupil insists that the teacher is picking on him, that other pupils instigate fights, and that somebody is always taking his books away. He has asked his best friends to back him up in his story.

IV. Follow-up

- Ask another group of pupils to participate in a skit in which an irate mother comes to school because someone is picking on her child. The teacher shows tests, records, and conduct reports.
- Ask the pupils to discuss the mother's feelings after she examines these reports.
- Ask them to consider how they would handle the situation if they were the pupil? the mother? the teacher? the counselor?

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Technique: GROUP DISCUSSION USING RESOURCE MATERIALS

1. Broad Topic: Prevention of drug abuse

   Specific Topic: Developing programs to combat drug abuse

II. Counseling Objectives

- To help the student ventilate his feelings about some of the problems faced by his community, such as drug addiction
- To help the student probe the adverse effect on individuals and the community
- To consider action that would be appropriate in overcoming this problem
- To explore the resources available to the individual and the community
- To discuss the possibility of student involvement in drug abuse prevention and in other action programs both in school and in the community

III. Suggested Procedure

Pictures of a street scene showing drug addicts in a community setting may be shown on the overhead projector.

With the showing of the scenes, ask questions such as the following:

What do the expressions on the faces of the people tell you about them?

What reasons might these people have for destroying themselves?

Do you know anybody who might fit into that picture?

What feelings are expressed by the people in the picture?

If you were called upon to help these people, what suggestions would you make?

IV. Follow-up

- Arrange for meetings of the group with the drug education specialist, other members of the school staff, and members of the community to plan programs on drug abuse prevention
- Arrange for meetings with members of block organizations, community agencies, etc., in which the students can become involved.
- Involve members of the school staff in the distribution of instructional materials on drug abuse prevention
- Plan meetings of small groups of parents with student representatives for drug prevention education

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Technique: GUEST SPEAKER

I. Broad Topic: Occupations

Specific Topic: Woman's role in the world of work

II. Counseling Objectives

- To help the girls in the group realize the value of an education
- To help all the students realize the value of setting goals
- To develop an awareness of the need for perseverance
- To develop an awareness of the aspirations of the girls in the group

- To promote understanding about the increased numbers of women in the labor force

- To understand the dual role of women in the home and in the world of work

III. Suggested Procedures

Prior to invitation, counselor discusses with members of the group the plans for inviting a guest speaker and asks them to select a possible choice. The guest speaker might be a woman engineer, a woman business executive, a woman taxi driver, a woman dietician, a woman doctor, etc. A list of prepared questions could be developed by the group.

Before the guest arrives, the counselor may review the background of the speaker, as well as the questions to be raised by the group. The following are some of the questions that could be asked:

What influenced your choice of occupation?

What experiences did you have when you first started working?

Do you feel that you've made the best career choice?

What preparations or special training did you need for your occupation?

Would you enter your field today if you had a chance to start over?

How did you feel about your particular occupation when you were our age?

During the questioning, pupils could follow up answers to elicit more information.

IV. Follow-up

- Implications for group:

  Identification with the speaker

  Greater awareness of the occupational opportunities open to women

  Greater understanding of the need for self-evaluation, planning, and determination in making career choice

- Class debate on the topic: "Woman's Place Is in the Home."

- Invitations to women in the community, both housewives and career women, to discuss the above topic.

- Research on the variety of occupations opening to women today.

GROUP COUNSELING

Some people desire to belong to a group because satisfaction is derived simply from the act of belonging. Others belong because they have a need to direct and influence others. Still others find that the group provides an opportunity to gain recognition and status. Whether the need is for security, friendship, or information, these motives may all be satisfied through group interaction.

In the group setting, the pupil who sees that his words are successfully conveying his meaning to others has the feeling of being understood, of not being alone in the world. The pupil who finds that his words do not seem to convey the exact meaning he desires has the opportunity to redefine what he is trying to say. In the process of redefining, of reality testing, of listening, and of sharing with a group of his peers, the individual becomes clearer in his own mind, not only about what he wants to say, but also about what his goals, achievements, and feelings really are.

For the nature of the relationship to be personal, trusting, and accepting between the counselor and each member of the group, it is important for the counselor to be empathic to the needs of the group so that he may explore with group members the motives behind certain behavior manifestations.

Rationale. The group counseling process is effective with many pupils who respond in a limited way to the individual counseling situation. A reticent student who may be unwilling or unable to discuss his attitudes individually with a counselor will be more responsive in a group as he listens to his peers discussing feelings and ideas. Learning that others share his problems, he will be moved to participate, when he is ready, without feeling that he is responsible for a major part of the burden of the counseling process.

The dynamics of the group engender growth in areas such as self-evaluation, problem-solving, decision-making, and the ability of pupils to assume responsibility for their own behavior. If, for example, the pupil is overly aggressive and disrespectful of the rights of others, he may acquire the degree of self-discipline necessary for acceptance by the group. Once an individual achieves success in interaction with members of one group, he is more willing and able to attempt to repeat his success in other groups.

Even more important than the change in the overt behavior of a participant may be changes in attitude and viewpoint as he evaluates the opinions expressed by his peers. It is this interaction of individual with individual which gives group counseling its dynamic aspect and which makes it truly meaningful to those who are participating.

Through group counseling students are offered an opportunity

to express themselves verbally on any number of topics
without the usual limitations set by school or society

to test reality by trying out new methods of handling situations without fear of punishment from authority figures

to help others and to discuss common feelings without losing their individual identity

to investigate and evaluate their past experiences in light of their present behavior so that they can make the decision for change in a more positive direction

Establishing a Climate of Acceptance. The individual should get the feeling that in this group he is accepted as a worthwhile human being, regardless of how he feels about himself. This is accomplished by the leader's avoidance of an authoritative, judgmental position.

In a group that develops a complete climate of acceptance, one of the tangible benefits is that the individual is strengthened to tackle personal problems that have hitherto overwhelmed him. Acceptance also means that negative feelings can be expressed without censure. The fact that a person feels accepted, even after admitting behavior that would elsewhere bring condemnation, is very helpful to him in learning to overcome a negative self-image.

All groups are limited in the behavior that is allowable. For example, the use of physical force is not tolerated, nor are interruptions while a person is speaking. In group counseling, the establishment of group limits is utilized by the leader to help individuals understand and modify their own behavior.

Group Development. Development would tend to move from self-centeredness, with members feeling initially apprehensive, anxious, and disconnected, to group-mindedness, with members becoming more self-reliant, better able to see themselves as they appear to their peers, and able to understand their responsibility for their actions with their peers and others. They should understand that everyone needs some help and that they have a responsibility to help each other.

Some Dynamics of the Group.

The Use of Silence. Counselors who are new to group work may find a period of silence awkward and unfruitful. Actually, silent periods may be very fruitful portions of the meeting, for here the participant is balancing the turn of the group discussion with his own experiences. When there is a period of silence, some may be weighing possible solutions to the problem under consideration, while others may be making and rejecting possible decisions.

The leader can make silence a comfortable and profitable experience by occasionally helping the group to explore its possible meanings. It is not wise for a counselor routinely to follow a pattern of waiting out silences, because the practice may increase the tension generated by prolonged silences.

Developing Cohesiveness. Cohesiveness may be considered the criterion of a healthy group working together. It is not a goal in itself, but a means toward reaching the group's objectives. Among the factors necessary in developing cohesiveness are the ability of the group to meet a member's needs, the development of trust, and the growth of a sense of pride in belonging. Groups formed with members who have some similar needs may interact more freely and be more co-operative. A leader, who by his every word and action demonstrates empathy and understanding, thereby showing respect for and giving support to group members, will set the tone for solidarity and trust.

Developing Leadership. Leadership within the group should progress' from the counselor, who may initiate the discussion, to both the counselor and the group working together. Although the counselor does not abdicate his role, he does attempt to foster leadership from within the group. Leadership which is group-sanctioned can be more effective than that which is authoritatively determined. The greater the prestige any member has in the group, the more quickly he will emerge as a natural leader. The counselor may gain insight into the group's value system as this leader assumes his role.

By being aware of group members' needs, skills, and personality traits, the counselor can find frequent opportunities for the weaker members to assume leadership responsibilities. For example, asking one member to relate how he overcame a particular problem is a way to acknowledge the individual's strength, thereby giving him status in the group.

As members become more comfortable in the group, they will vie for leadership, and often several members will try to monopolize discussion. The counselor's training and sensitivity will be called upon to make certain that all members are given an opportunity to make contributions as leaders on their own level.

Role of the Counselor. At least two areas of competency are required of the counselor who undertakes group counseling: an understanding of the dynamics of behavior and skill in discussion leadership. The ability to accept, understand, communicate, and refrain from moralizing are essential characteristics of the counselor, whether he is working with an individual or a group. A counselor, as role model, helps the student gain some insight into himself and the world around him. He should convey the feeling of a unique relationship to the pupil, not "just another teacher who tells you what to do."

The degree of permissiveness and direction, the counselor's use of reflection and clarification, the setting of limits -- these are all factors that will have an influence on the freedom of communication in the group.

Techniques to Facilitate the Group Process. In order to achieve interaction between individuals, acceptance of the group goals, and growth in insight, the counselor may be interested in using specific techniques to facilitate

the group process. Examples of some of these techniques are:

role-playing
case study
sociodrama
buzz session
presentation of film on provocative topic
open-ended story for dramatization purposes
presentation of photograph or picture for group reaction
playback of audio-and video-tapes of sessions
discussion of anonymous autobiography for group reaction
use of feedback and information secured from

follow-up questionnaire
survey of teachers
personality inventories
sociometric data
achievement and aptitude tests
interest inventories
field trips and visits
library research

The techniques employed should always be determined by the needs and concerns of the members, who should be encouraged to hammer out their own agenda.

Location and Room Arrangement. Group counseling does not need a special setting and can be easily adapted to what is available in the school building. For effective group discussion, the room chosen should be large enough for members to form a circle of chairs so that they can readily communicate with all of their neighbors but are not so close as to inhibit comfortable participation. This circular seating arrangement is important in setting the stage for informal and open discussion. By its very nature, it removes the counselor from the traditional teacher role and encourages greater group interaction.

If an office in the guidance suite can meet this requirement, it is the most desirable location. Otherwise, effective use can be made of other offices, the library, or the cafeteria. In the event that only classrooms are available, the use of a prearranged section of the room is adequate. It is important that the location be constant to insure cohesiveness and stability, as well as to clarify and facilitate administrative scheduling. Students can be permitted a choice of seats with no insistence on the part of the counselor that the same seat be used at every meeting. The counselor should try to rotate his own location.

Keeping Records. The most effective type of record used in group counseling is the log, an anecdotal entry which the counselor is expected to make after each group session. Highlights of each session and the counselor's observations of individuals should be included. These entries will have greater meaning if written down as soon as possible after the group meets. The entries may follow a form such as:

General theme of the group today: anxiety re failure.

Henrietta and Jim seem overly concerned about family pressures: see them individually.

The log serves as a valuable tool to the counselor for recall of activity and atmosphere of the previous week's meeting. Often the counselor will find information and insights emerging that he will also want to include in individual record folders.

Group counseling, which is a major aspect of the guidance program in the middle schools, is designed to provide all students with the opportunity of exploring normal developmental concerns and problems in an informal group consisting of their peers and the guidance counselor. It can take two forms: developmental group counseling or group counseling for special needs.

DEVELOPMENTAL GROUP COUNSELING

The particular dimension of group work that is stressed in developmental group counseling is its focus on typical developmental problems in an informal atmosphere that provides opportunity for personal and social interaction.

Rationale. There are many concerns that are common to children at every departmental level, e.g., participation in social groups, self-understanding, role in the family structure, place in school and community, cultural identification, and perception of educational and occupational opportunities. During the period of preadolescence and early adolescence these concerns lend themselves to the process of peer interaction.

Understanding of many problems comes to students more quickly and dramatically in a group of peers than alone with the counselor. In a group, students have many opportunities to increase their self-understanding and many occasions for appraising their own abilities, interests, and values. As they share in the appraisal of others in the group, they develop greater insight into their own needs, their own strengths, and their own weaknesses.

Size and Composition of the Group. Since the aim of developmental group counseling is to include almost every student in the group experience, every class may be divided into non-differentiated half sections, preferably on a single-sex basis. Depending on class registration and sex distribution, the size of the group will vary from ten to fifteen. Where the group is oversized because of a large class register or an unequal ratio of boys and girls, it would be advisable to divide the class into three groups. Pupils who impede the group process or who are threatened by the group should not be included, but should be placed in groups with special needs.

Single-sex groups are recommended in view of some of the evidence showing that preadolescent and adolescent pupils relate more effectively and participate more freely in groups of the same sex. This is particularly true when the discussion centers on personal problems such as

hygiene, role in the family, and attitudes toward dating. Experimentation with coeducational groups, however, is worthwhile when the discussion is centered on more impersonal problems such as class behavior, test-score interpretation, or school services.

Scheduling Group Sessions. To insure the inclusion of developmental group counseling sessions as an integral part of the school program, scheduling should be planned by the counselor with the principal or his surrogate, and the district supervisor of guidance, followed by consultation with the teachers concerned. The counselor should, if possible, meet each group approximately ten times during the course of the school semester. It is suggested that students be taken from regular classes at a stipulated time for their small-group sessions to enable teachers to plan their work accordingly and to insure that pupils' class work will not be affected adversely by the loss of time from class. In schools where group guidance classes are scheduled, the counselor can arrange with the grade adviser to take small groups from these classes. Because of the nature of the age group involved, continuity of meetings is of prime importance, if change is to be effected.

In every case, the prime consideration in the organization of a developmental group program is to establish one which meets the needs of the student body. There are two suggested formats: (1) meeting every class on a regular basis during the entire school year, or (2) meeting every class on a regular basis during the first half of the year, and then arranging a more intensive schedule of meetings during the second half for those groups which seem to require more attention.

Role of Administrators, Teachers, Counselors. Schedules of group meetings should be given to all teachers and administrators involved. Thus classroom teachers will be able to plan lessons for half-class groups.

Administrative provision should also be made for counselors and teachers involved in the program to meet for orientation and evaluation sessions on a periodic basis. Preliminary sessions with all teachers and counselors should clarify the nature of developmental group counseling. Teachers whose classes are involved in the developmental group interaction process should meet with the counselor involved in order to discuss goals, consider topics based on observation of group needs, evaluate modifications of behavior, and plan administrative details.

It is the counselor's responsibility to keep records and notes of group sessions and to use these, together with tapes if they are available, to observe interaction, measure individual and group movement and change, and evaluate the effectiveness of techniques. Follow-up by the counselor concerning developmental group counseling sessions should be part of a continuum. The members of the group should be involved in periodic feedback. One way to accomplish this kind of assessment would be through a log of individual student reactions to the group experience, or by the comparison of the results of an anonymous survey of attitudes taken before and after exposure to group counseling.

Feedback which is relevant in the area of curriculum development and classroom activities should be shared with the administration and with teachers of the group members on a regular basis. The counselor should always be aware that confidentiality should not be violated.

The counselor may find developmental group counseling sessions useful as a means of identifying pupils who need individual counseling or referral to an outside agency. Follow-up, therefore, becomes a necessary adjunct to the developmental group counseling program.

Relationships with Schools, Parents, Community. As in all facets of the guidance program the counselor should work cooperatively with other school personnel, such as the attendance teacher, psychologist, social worker, speech therapist, and nurse, all of whom are part of the pupil personnel team.

Other resources in the school which the counselor might want to investigate for possible use are

tape recorders for verbatim report of sessions
library facilities for books, films, and other materials which might serve to spark discussion
in-school and after-school programs for remedial, tutorial, and recreational services for follow-up

Parents should be made aware of the developmental group counseling program so that they understand the goals and perceive the value of this counseling. This orientation might be accomplished on a schoolwide basis through newsletters, parents' association meetings, or grade meetings. The counselor might work with a committee of parents to plan the agenda of such meetings.

A functional relationship between school and community is predicated on mutual understanding of goals, services, special programs, and special problems. It is incumbent upon the counselor to be informed about and to have working relationships with community agencies related to physical, psychological, financial, and vocational needs. As a result of developmental group interaction, the counselor may utilize these community resources to make appropriate referrals of individual group members and may invite agency personnel to act as resource people for the group.

Topics for Discussion

Flexibility is an asset in developmental group counseling sessions. If these sessions are to meet the needs of the group members in terms of their developmental concerns, the importance of process rather than content should be paramount. The following topics and approaches (see Guidelines for Developmental Group Counseling) are merely suggested as a framework for developmental group sessions. The primary guideline, however, is responsiveness to the expressed needs of the group.

Personal

attitudes toward success and failure
acceptance of self
peer relationships
family relationships
relationships to authority figures
dependence/independence struggle
emergence of self-identity
assumption of responsibility
problems relating to sex and role identification
handling emotions such as fear, anger, etc.

Social

dating: boy/girl relationships
school mores vs. peer mores
family mores vs. peer mores
leisure-time activities
drug and other substance abuse, including alcohol
community problems (environmental influences)
social responsibility
relationship to law

Educational and Occupational

developing study habits
study habits and the world of work
school performance and job success
work habits
roles of men and women in the world of work
preparation for senior high school
increased job opportunities for all
planning for future careers

## Guidelines for Developmental Group Counseling

The primary reason for introducing these is to help the counselor who is new to the group process. As the counselor gains experience and confidence in group work, he will develop his own techniques. For additional suggestions on techniques and topics, and on the development of the group process, consult the appropriate section of the Bibliography.

EDUCATIONAL OCCUPATIONAL TOPIC: Report Cards and Test Marks

Counseling Objectives

To learn the individual attitudes and problems of each student in the group concerning marks
To develop a realistic attitude toward marks
To create an understanding of how marks can help the student
To explore what marks reveal about us

To explore how marks serve as a guide in planning for the future
To create an awareness that we rate each other in many ways

Technique: Group Discussion

Suggested Procedure

Teacher relates this overheard conversation of four students:

Mary: I hate report cards. The marks aren't fair.

Jim: I agree. Besides, what good are they?

Tom: Yeh, teachers are always marking us. I wish we could mark them.

Geraldine: I don't know. I kinda like to get my card.

After the dialogue is reported, the counselor can ask the following questions:

With which of these students do you agree? Why?

Do you ever give "marks" to others?

How do you feel when you get a good mark? What does a good mark mean to you?

Are you fair when you rate people?

How do your parents feel about your good marks?

How does your rating of yourself compare with the teacher's rating?

What could you do about marks that you felt were unfair?

How do you feel when your friends get a good mark and you get a bad mark?

Follow-up

. Bring in a list of the criteria you use to rate or "mark" friends, teachers, adults, parents.

. Mark yourself in your subject areas and see how close they come to the report card mark.

. Bring in a list of suggested activities which might help to improve your marks.

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SOCIAL TOPIC: Understanding Differences in People

Counseling Objectives

. To develop an awareness of other people's feelings

. To help students realize that ALL people are of value to society

. To develop a better understanding of one's self in regard to the expectations of society

. To develop a better understanding of differences in reaction to the same situation

. To understand how maturity and background play a role in a person's reaction to criticism

. To help each child understand that different people react differently

Technique: Group discussion based on tapes or records played on tape recorder

Suggested Procedures

Play tape or record of "The Right to Be Different,"* or use a similar resource. Story line shows how Socrates, the Maccabees, Columbus, Joan of Arc, Simon Bolivar, Voltaire, Frederick Douglass, and Mahatma Gandhi had to battle against odds in order to work for the goal in life they thought important to them. The script could be provided for students to follow along. Before tape is played, counselor should tell the class:

> Each of these events took place in different times and different places, yet the individuals were fighting for the same thing. In the record, there is a particular phrase that is used. See if you can hear it.

After tape is finished, discuss "the right to be" and "what we were meant to be." Use questions such as the following:

How do you feel about this tape?

What do you think your chances will be as compared to those of your parents? Why?

How could you help yourself achieve your goal?

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*Prepared by Gerald K. Lease, Sands Intercultural Committee, Sands JHS, 101 Park Ave., Brooklyn, N.Y. 11205.

What kind of life do you picture for yourself as an adult?

How can you use your strengths to help you fulfill yourself?

What other people can help you?

How would your own reactions affect the attitude of other people who are trying to help you? For example, when you get advice, how do you act?

If your friend breaks off with you because of a misunderstanding, how do you feel? What do you do?

Follow-up

. What are your strengths?

. How would you want the following people to help you - teacher? parent? counselor?

. Prepare a scene we could enact in class that would show a person reacting differently to the same situation.

Example: A teacher reprimands a student for not bringing in his homework.

How would a pupil who didn't care react?
How would a pupil who didn't like the teacher react?
How would a pupil who liked the teacher react?

. Make a list of people you respect and the ways in which they differ from other people.

. Think about this question: What differences in you do you feel others should respect?

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SOCIAL TOPIC: Getting Along With Others

Counseling Objectives

. To develop an awareness of the pupil's own attitude toward himself

. To develop an understanding of some of the factors that create attitudes

. To develop an understanding of how a person's attitude toward himself is related to his attitude toward others

. To have students recognize the relationship of attitudes to behavior

Technique: Role-playing

Suggested Procedure

Counselor presents leading question or experience to group; for example, "You come into the schoolyard in the morning and see one of your close friends. How would you greet him if you were happy? if you were sad? if you were feeling sorry for yourself? if you thought you were wonderful? if you thought you were a worthless person?"

Counselor asks for volunteers from group to role-play an individual using suggested attitudes, and then has members of the group discuss their own perceptions, which may be similar or dissimilar to individual who is role-playing. Individuals state how they felt while they were role-playing.

How does your manner of greeting show your mood or your feelings toward yourself?

How does your manner of greeting show how you feel about the other person?

What do you do when the other person doesn't reply in the same way? Do you change your way of greeting the next time?

Supposing your friend, whom you have given a cheery greeting, just says "Hi" very casually and walks away? How would you feel? What could you do the next time you meet him?

Do you think the way you greet a person shows anything about yourself? How?

Does a person who likes himself act differently from a person who dislikes himself? How?

The summary should be based on group's reaction to the question. It might include questions for a personal inventory of one's attitude toward oneself, a list of the different ways we greet people depending on our attitude, a list of the way we act when we are happy, sad, excited, sympathetic, etc.

Follow-up

. Prepare a list of attitudes that you like in yourself. Explain why.

. Prepare a list of changes that you would like to see in yourself. Explain why.

. Experiment with one person with whom you feel you would like to develop a friendship. Reach out and see if you can initiate or strengthen a relationship. Report back to the group and analyze the reasons for success or failure in this venture.

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PERSONAL - SOCIAL TOPIC: Understanding Ourselves

Counseling Objectives

. To provide a medium for problem-solving

. To develop insight

Technique: Case Conference

Suggested Procedures

The counselor provides a thumbnail sketch of a fictional boy or girl, someone whose characteristics are akin to those of the class members. In projecting causes and solutions for the pupil in the story, the youngsters can refer anonymously to their own problems.

The following case conference is a sample of the use of this technique.

Billy, a likable boy in the sixth grade, is becoming a disappointment to his teachers. In reviewing Billy's record, the teacher finds that in the past he has always been cooperative, has always passed his subjects, has come to school regularly, and has done his homework. Lately, however, Billy's attendance has not been too regular, he rarely does his homework, and he doesn't always pay attention in class. His teacher notices that he no longer seeks out his old friends. As a matter of fact, he is frequently seen in the company of boys who are often in trouble. When the sixth-grade reading results reveal that Billy has made no progress in reading, the teacher is so upset she decides to consult the guidance counselor.

If you were the guidance counselor, what more would you want to know about Billy? Why?

What do you think has been happening to Billy?

What would you do to try to help him?

What are Billy's chances for improving? Why?

Follow-up

. Discussion of friends as an influence

. Role-playing the family's reaction to Billy's school performance

. Working on a schedule for Billy to follow

. Discussion of community recreational and tutorial services

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EDUCATIONAL TOPIC: Problem-Solving

Counseling Objectives

- To develop an understanding of the pupil's own responsibility for solving his problems
- To help the pupil recognize obstacles in his path
- To assist the pupil in working out a plan of action for meeting his problems

Technique: Case-study

Suggested Procedure

Counselor presents an incomplete profile of a student who is not achieving well in school; for example, John is an eighth-grade student who feels that he could really do well in school, but who never carries out his assignments. When questioned by his parents about his poor grades, he gives the following reasons: "There is always so much noise in the class that I can't hear what the teacher is saying," or "I don't understand what the teacher wants me to do." When his mother insists that he sit down and do his homework, he looks it over quickly, tries to answer one question that he understands, gets angry when he finds a difficult question, and quits.

The group is asked to react to John's problems. The discussion may center on the consequences of looking for the easy way out, trying to avoid unpleasant experiences, building up success experiences, knowing when to ask for help, assuming responsibility for one's performance, planning to achieve reasonable goals.

Follow-up

- Pupils may identify with characteristics similar to John's.
- Pupils may discuss individual ways of overcoming problems such as these.
- Pupils may role-play alternate modes of behavior which would be helpful to John.
- Pupils may talk about their own experience in following one of the suggestions made during the discussion.
- Pupils may be asked to think about ways of building self-confidence.

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PERSONAL-SOCIAL TOPIC: Habits

Counseling Objectives

. To develop an understanding that habits may be good or bad

. To show how habits are developed

. To show how habits can be broken

Technique: Sociodrama

Suggested Procedure

Counselor starts by asking: "Have you ever been warned that a habit you have will be harmful to you? Have you ever seen on TV, in the movies, or have you ever read in books or heard parents complaining about habits such as smoking, throwing litter around, interrupting others, etc.?"

Counselor follows up by asking the following question: "What are some other bad habits you can mention?"

After a list of suggestions, prepare the group for the sociodrama. Select the most common habit, and have one child play the parent, and another the child in a scene in which the habit is under discussion.

The following questions could then be asked:

Is this the way your parent would act?
Would you react the same way this child did?
What would you do that would have been different?
Are all habits bad? Why?
How do you develop habits?
What are some good habits you can list?

Follow-up

. List some of your good habits.

. List some of your bad habits.

. Select a habit that you think you would like to change, and tell what steps you will take to change it.

. Interview someone you know who you think has a good habit.

. Find out how this person developed the habit, and how it has helped him or her.

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PERSONAL-SOCIAL PROBLEM: Reactions to Stress

Counseling Objectives

- To recognize that people react differently under stress
- To realize that people can overcome anxiety in a variety of ways
- To help students understand that anxiety is not always damaging
- To help students understand that those who encounter difficulty in coping with stress may get strong physical reactions such as nausea, headaches, stomachaches, profuse perspiration, dizziness

Technique: A simulation of an anxiety - provoking experience

Suggested Procedure

To a small group administer a speed test with a time limit (puzzle-solving, word-building, picture analysis, etc.) At the end of the given time, have various members of the group indicate their physical and emotional reactions at the start of the test, completion of test, relative progress of various other members of the group, feelings about the group leader and toward other seemingly more secure members of the group.

Analyze their reactions in terms of the reasons why they felt as they did, what value they attach to the experience, and why various members of the group had different reactions.

Follow-up

- What did they learn from this experience?
- How can they benefit from this experience in the future?
- How can such an experience help them understand the moods and the behavior of other people?

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GROUP COUNSELING FOR SPECIAL NEEDS

In group counseling for special needs the counselor is involved with a selected number of pupils in a group for the purpose of focusing on problems which are common to each member. Although these concerns may be acknowledged by group members, there is initially little understanding of the causal factors which contribute to a particular problem. For

example, the overt symptom may be academic underachievement, but behind this may be a hostility to authority which most of the members manifest in their general behavior but do not relate to academic achievement.

Groups may deal with various types of problems, e.g., underachievement, interpersonal relationships, school adjustment, truancy, and vocational choice.

Administrative Details. The counselor should consult the principal in the planning of groups. The needs of the pupils will help determine the types and purposes of the groups to be formed. Teachers might also be invited to make suggestions. After studying record cards, the counselor would interview each prospective group member to see what he is like, to explain the group purpose to him, and to help him decide whether he wishes to be included in the group. Permission should be obtained from the parent prior to the actual inclusion of the pupil in the group. Once the group is formed, it is generally not advisable to admit newcomers, since they might destroy the cohesiveness that the group has developed.

Teachers' convenience and preference, as well as the counselor's schedule, should be considerations in the scheduling of the group session. Any suitable room in the building may be used, as well as the counselor's office, provided privacy is assured.

Size and Purpose of the Group. The group may vary in size, ten members constituting a workable number, preferably single-sexed. Its purpose is to explore problems and feelings in an attempt to modify behavior and attitudes. These problems should be common to each group member, who should be aware of the nature of the problems, have a desire to resolve them, and show a willingness to share his concern with other group members.

Forty-five minutes would generally be the minimum advisable length of time for each session. Once again, however, the needs and characteristics of the group or the specific activity may indicate a longer or shorter period. Groups may meet for a few sessions or go on for as long as one year, depending upon their needs. If the group is expected to be of long duration, it is desirable to make a periodic evaluation prior to each decision to extend the group. In general, it is suggested that the counselor begin drawing the group to a close and bringing it together for evaluation approximately two to five sessions prior to termination.

If a group wishes to terminate a series prior to the length of time originally decided upon, the counselor should discuss this with them. If the majority feels that the group experience should be ended, the counselor should move toward tapering it off, always leaving the group the option to return.

Group sessions frequently give impetus to self-referral. If one of the members wishes to delve into something personal when the session ends, a private appointment should be arranged.

Starting the Group Process. The purpose of the group should be explained to each member in an individual conference and recapitulated for the group as a whole when it is assembled. At this time the counselor should attempt

to determine and clarify why each pupil is in the group
to have all members become acquainted with each other
to decide how the group will work
to start creating a climate of acceptance, respect, and freedom
to implant the view that here is a place where ideas and feeling count
to establish the counselor as a helping person
to establish limits under which the group will function

A frequent question of many counselors is: "How does a counselor get a session started?" Experienced group counselors have learned that groups seem to get started regardless of the tactical opening, but that some need assistance in learning to communicate verbally, and the leader must be sensitive as to when to help the process of communication.

Some possible openings include the following:

The counselor sits and merely waits for the group to begin.

The counselor suggests that all members have been selected because of similar problems and that talking about feelings may help everyone.

Members of the group are asked to indicate their interests.

The counselor points out, "This is your group; you may talk about any subject you wish."

Techniques for beginning the group sessions should be permissive. The development of a working relationship within the group is dependent on the skill and insight of the leader and may take several sessions to achieve. The counselor may use modified forms of the techniques described in the sections on developmental group counseling or group guidance, depending on the expressed needs of the students and the special skills of the counselor.

As the group process develops, the counselor constantly evaluates evidence of change, growth, and the role of the individual students in the group in reinforcing constructive behavior.

# THE TEAM APPROACH

## WORKING WITH THE SCHOOL ADMINISTRATION

The principal, as the administrative head of the school, has the responsibility for the implementation of the guidance program. He may delegate his authority to the assistant principal to act as coordinator of all pupil personnel services within the school.

The principal is in a key position to insure a successful guidance program by maintaining open lines of communication among administrators, supervisors, teachers, and guidance personnel, and by promoting a climate conducive to professional development as well as to pupil growth. In consultation with the guidance counselors, the principal structures the guidance program to meet the special needs of his school. He has the prime responsibility for the following aspects of the guidance program:

providing adequate physical facilities for the guidance program

inviting the participation of guidance personnel in the total school program, including scheduled faculty meetings, departmental meetings, and other conferences devoted to some aspect of guidance

assigning the best qualified teachers to serve as grade advisers

playing an active role in evaluating guidance and other pupil personnel services

encouraging and supporting the personal and professional development of each member of the guidance staff

allocating budget funds for the purchase of guidance resource materials for the guidance office and library

consulting with the supervisor of guidance regarding current trends in guidance, professional direction for the counseling staff, and interpretation of new programs and procedures

Since the role of the counselor is unique, a clarification of this role by the school administration will enable the counselor to utilize his training and experience in those areas where he is best qualified. With the support of the principal, the guidance department should establish a ladder of referral which will implement communication to and from teachers and will at the same time permit the guidance counselor to devote his time to matters requiring his special skills.

The counselor, for his part, through his individual and group contacts with pupils, parents, and teachers, is able to feed back to the school administration information concerning aspirations, educational and emotional needs, and attitudes that may be useful in the overall program planning of the school. The analysis of test scores and achievement levels, for example, may provide insight into the need for corrective or enrichment programs that could be incorporated into the school program to provide additional meaningful experiences for pupils.

If the counselor recognizes his own role as that of a team member whose special skills are supportive of the educational goals of the school, he will generally win the confidence of the administration and the staff.

## WORKING WITH THE COMMUNITY DISTRICT GUIDANCE TEAM

The guidance team in each district will vary according to community needs and priorities as determined by each community school board and superintendent. Where the district guidance program is being fully implemented, provision will be made for a supervisor of guidance, a district guidance coordinator, and a school-court coordinator. These members of the district guidance team provide the supervisory, adjunctive, and coordinating services that are so necessary if the district guidance program is to be effective in reaching and serving all pupils.

### SUPERVISOR OF GUIDANCE

The supervisor of guidance is a consultant to the community superintendent on all matters pertaining to guidance in the community school district. As a member of the district pupil personnel council, he works closely with the Bureau of Child Guidance, the Bureau of Attendance, and the district health coordinator to provide optimum interdisciplinary service to the district.

In consultation with the community superintendent and principals, the supervisor of guidance is responsible for the following districtwide activities:

orientation and articulation to facilitate movement of pupils from one school level to another

implementation of promotional policies

establishment of special classes

preparation of career conferences

organization of in-service training of counselors and paraprofessional guidance assistants

coordination and implementation of new programs to meet specific district needs, such as drug prevention, humanistic education, career development

integration of guidance services into curricular areas

evaluation and restructuring of guidance programs in individual schools, as needed

demonstration of effective new techniques in guidance

utilization of guidance resource material and personnel

organization of parent workshops

cooperation with community groups in developing new district resources, e.g., mental health center, recreational programs, career development projects

interpretation of guidance programs and goals to community groups

## DISTRICT GUIDANCE COORDINATOR

The district guidance coordinator is the resource person in the community school district who assists the community superintendent and supervisor of guidance in the placement and referral of students for whom a school has reached the limit of its resources, e.g., placement in special schools, inter-school transfers, and school placement of children returning from mental hospitals, custodial institutions, or other special facilities. In some community districts, the coordinator might be the person through whom all referrals to the Bureau of Child Guidance and to schools for the socially maladjusted and emotionally disturbed would be channeled. The district guidance coordinator works with the supervisor of guidance in the implementation of special programs within the district.

## SCHOOL-COURT COORDINATOR

The school-court liaison program is a cooperative effort of the Board of Education and the Juvenile Term of the Family Court for the channeling of information between the school and the courts. The school-court coordinator serves as the liaison in this program and participates with other agencies in action on behalf of pupils under court supervision. With the cooperation of the court, he makes appropriate educational plans for these pupils.

Together with the district guidance coordinator, the school-court coordinator is concerned with the placement of pupils returning from institutions. In consultation with teachers, parents, and community agencies, he may plan a preventive program involving siblings of pupils known to the courts.

## WORKING WITH TEACHERS

Much of the pertinent knowledge that the counselor has about an individual pupil's relationships with his peers and his teachers is based upon information secured from teachers who see the pupil in class every day. The composite of this information enables the counselor to have a better understanding of the forces in operation in the school and of the ways in which to work with individual teachers in exploring more effective approaches to problem-solving. Open communication between counselors and teachers results in an enhanced team effort that supports an environment conducive to maximum pupil achievement. In the process of developing a team relationship, both counselor and teacher should understand what they can reasonably expect from each other and how they can augment each other's services.

The teacher is the key person in the education process, for which guidance is a supportive service. Support means:

active listening

recognition of feelings

understanding classroom problems

giving practical suggestions for classroom procedures conducive to optimum adjustment and success experiences for students

helping the teacher understand students as individuals influenced by self-concept, peer pressures, socioeconomic conditions, family relations, and aspirations

helping the teacher understand what he can reasonably expect from the counselor and how their mutual efforts help each student gain the greatest benefit from the school experience

For the guidance program to have the greatest impact on the school, there needs to be ongoing interaction between counselors and teachers in areas such as information-gathering, assessment of academic achievement and behavior, planning of appropriate action, and evaluation of the strategies used.

### TECHNIQUES FOR WORKING WITH TEACHERS

#### Class Conference

One way of reinforcing the team relationship of counselors and teachers is through the class conference. This is best initiated early in the year and is useful to both teacher and counselor. The counselor arranges such a conference for the purpose of having teachers exchange reactions to each pupil and observations concerning behavior, study habits, possible areas of concern, scholastic strengths and weaknesses, and special talents.

In the process of the interchange, teachers focus on the needs and goals of each pupil and on the ways in which these are manifested in classroom behavior. Behavior reactions to various personal, social, and educational

pressures may be manifested in the classroom by symptoms such as aggressiveness, withdrawal, silliness, display of temper, truancy, fighting, name-calling, or persistent and continuous avoidance of classroom work.

At the class conference, the counselor and teachers use this opportunity for sharing information on some of the pertinent causative factors, as well as on classroom methods and techniques which have proved effective in helping pupils achieve success experiences, develop self-esteem, and mobilize their efforts toward maximum achievement. This type of conference is also conducive to self-evaluation on the part of the teachers as to their own methods and attitudes. It serves to underscore the type of assistance the counselor can provide for teachers in realizing their goals in the classroom.

Counselors and other members of the pupil personnel team can be of practical assistance to teachers by suggesting techniques for overcoming typical classroom problems with individual students, such as defiance, hyperactivity, attention-seeking, daydreaming, dishonesty, and obscene language, among others. Techniques might include:

Examining the student's school progress and health records for clues to his behavior

Being alert to special sensitivities of individual students in order to avoid or avert provocations

Refraining from expressions of shock, dismay, or anger in class, but speaking to the student in private

Finding opportunities to establish a positive relationship through friendly, informal contact with the student before, during, or after class

Providing leadership opportunities for the student within the group

Giving assignments that permit the student to demonstrate special interests and abilities

Using indirect peer group pressure through class discussion and agreement on standards of behavior

Changing the class activity to end a threatened disturbance

Encouraging participation of the student in small-group class projects

Individual Conference

The teacher can be encouraged by the counselor to refer a pupil if he shows sudden or continuous deterioration of behavior, or if he is apathetic, withdrawn, and unresponsive, or if in the teacher's judgment he has some other behavior problem that requires special attention. Before an individual conference with the teacher, the counselor will gather all necessary information about the pupil.

In sharing information about a student with the teacher, the counselor should ascertain that the information will give the teacher a fuller understanding of the student. In some instances, where the best interests of the student would not be served, the counselor should keep information confidential. Confidences given by the student to the counselor in individual or group sessions generally should not be shared without the student's permission, although they may be discussed in a general way to give the teacher greater understanding of the student's behavior. For example, a student may confide to the counselor that he is distressed because his alcoholic father beats his mother every night, and as a result he has not been able to do his homework and comes late to school. It is not necessary for the counselor to impart the specifics of this information, but simply to inform teachers that the student is having severe home difficulties that affect his work and attendance. It should be noted here that, as a rule of thumb, information is shared by the counselor only when it is necessary and when it serves the best interests of the student.

A joint quest for solutions to a pupil's problems can be a creative and positive experience for both teacher and counselor. If one technique does not work with a pupil, the teacher and counselor working together gain support from each other in reevaluating their previous decisions and trying other approaches.

Case Conference

To compare experiences and reactions and to gain further insights, it is appropriate, from time to time, for the counselor to arrange for a case conference on an individual child, with teachers and other members of the pupil personnel team participating. The case conference may deal, for example, with a student who is constantly being referred by a teacher for being unprepared, hostile, and uncooperative. The counselor may ascertain that the same student demonstrates none of these traits in other classes, and will try to find reasons for the behavior. Though an answer may not be fully developed at this conference, various pedagogical techniques and philosophies are examined in light of their effect on the behavior of this pupil. Case conferences, whether for an individual pupil or a class, help the staff assess the results of class grouping, the relevancy of instruction, the effectiveness of disciplinary methods and of general school procedures, and the impact of social forces on pupils' behavior.

As a result of the case conference, the counselor and teachers agree to implement whatever action has been recommended and to plan for subsequent meetings for follow-up.

Besides creating an atmosphere for self-evaluation, the case conference also provides for an optimum relationship among teachers, counselors, and other pupil personnel workers.

Classroom Visits

The counselor who has been effectively working with teachers may be invited or may request an invitation to visit the classroom. The purpose of the visit is to observe the student's response to the teaching-learning setting, his interaction with his peers, and his behavioral manifestations. These visits, aside from giving insights to the counselor, will aid students and teachers in recognizing the counselor as an interested member of the educational team of the school. In schools where there are large pupil case loads, this recognition can greatly increase counselor effectiveness.

## Gathering and Recording Information

The teacher who sees the pupil every day and is constantly confronted with his expressed needs, his self-concept, his attitude towards school and life, his aspirations, his strengths, and his weaknesses is in a unique position to gather and record information that will give the counselor deeper insights into a pupil's behavior.

Following are some of the classroom techniques used by teachers to gather information which they share with the guidance counselor:

Anecdotal Record. The anecdotal record is an objective recording of students' behavior in the classroom. It helps to reinforce the effective team operation through which the counselor and teacher provide the assistance appropriate to the individual student's needs. Entries in the anecdotal record should be short and concrete, and should show objective notations of teacher observations of the pupil's behavior. They should include the pupil's own words during the incident; the date, time of day, behavior of child, class activity engaged in at the time of the incident; and the name of the recorder. An incident entered in the anecdotal record should contain specific examples of behavior at the time, e.g., "Johnny was angry and tore up his test paper when it was passed out." It would not suffice to say that "Johnny was angry" without substantiating this judgment. Below are examples of anecdotes which illustrate some of the principles discussed.

Name of Pupil_____ Class_____

| Date | Subj. | Per. | Incident | Comment | Recorder |
|---|---|---|---|---|---|
| 197-<br>6/5 | Eng. | 4 | Frank slammed his book shut and refused to participate in the reading. | This is the first time he has acted in such a manner. | S. Wayne |
| 6/5 | Art | 7 | Frank did absolutely no work in class. | Frank appeared morose when he arrived in class. | L. Diaz |

In reviewing anecdotal records, teachers in consultation with the guidance counselor can ascertain if there are recurring patterns of behavior providing clues to strengths and weaknesses that can be used in helping the pupil cope with his problems in the classroom.

Although anecdotal records should become part of the student's guidance folder, they should not be transferred to the permanent record card. Many of the incidents which may have been significant during one phase of a pupils' development will have no relevance at a later stage of his school life and might be detrimental.

Autobiography. The autobiography is a useful tool to both the teacher and the counselor for obtaining significant information about a pupil who may otherwise be reluctant to express himself. In order to encourage pupils to discuss freely their experiences, plans, interests, and aspirations, they should be assured that their writing will be considered confidential and will not be graded.

The Open-Ended Sentence. The open-ended sentence is a device used to explore feelings. The counselor can provide each subject teacher with examples similar to those in the suggested activities at the end of the chapter.

The counselor may advise teachers to elicit a full response and in some cases to allow the class to suggest additional items. Together with the teacher, the counselor will analyze the responses and construct a profile for the class. With this preliminary picture, the counselor and teacher are then able to plan activities which are relevant to the expressed feelings of the group.

Creative Dramatics. Acting out a scene from a story, learning a script, or improvising a dramatic scene are invariably effective means of self-expression and ventilation of feelings. In cooperation with the language arts teacher, the counselor may suggest topics for creative dramatics or for scripts which help pupils identify with and respond to lifelike situations. Topics such as school failure, dropping out of school, truancy, a family problem, intergroup relations, discipline, scapegoating, drug addiction, slovenly habits, entering a new school, and the importance of planning can be readily adapted into plays by pupils. Such presentations in the assembly for other classes or for small groups can provide a basis for introspection and group interaction.

As a follow-up, the teacher can initiate a discussion in which the students are invited to suggest how the players might have solved the problem of the play in another way.

Questionnaires and Checklists. Questionnaires and checklists are intended to inventory pupils' interests and attitudes, and to provide specific additional information which may be helpful in guidance. Thus, these tools should be constructed with specific aims and uses in mind. The success of this technique depends upon the orientation the counselor gives both to teachers and students. The feedback from the questionnaire provides pertinent information both to the counselor and the teacher.

Cumulative Records. In working with teachers, counselors can point out the importance and function of the cumulative record since, in a sense, it is one of the basic tools of the guidance program. All segments of a pupil's growth are recorded in the cumulative record folder. Because the classroom teacher makes the major contribution to the accumulated data reflecting the development of the pupil as he moves through the grades, the counselor can guide the teacher in making pertinent, non-judgmental entries and in interpreting the significance of these entries.

A note of caution! Prior to making entries on the cumulative record card, the teacher should be advised to make every effort to consider only pertinent, objective items which will reveal significant information about the pupil and to note those strengths which can be utilized by subsequent teachers for his constructive development.

Careful and systematic screening of cumulative record cards periodically will enable the school staff to evaluate the effectiveness of the educational program, determine proper class placement for maximum achievement, and provide for referral of those students who require additional services.

## Consultation

Consultation with teachers is an integral part of the guidance program. Information secured from the classroom activities described above are meaningful only to the extent to which it is considered in making appropriate plans for each pupil in consultation with other staff members concerned.

With the approval of the principal of the school, the counselor can arrange to participate actively in faculty, grade, and departmental conferences, and in orientation sessions with new teachers.

Although all members of the staff can benefit from an exploration of the interdisciplinary approach in educating children, new teachers have immediate need for such information. It would be helpful for the new teacher to understand the role of the counselor - how he can serve them, how referrals are made, how parental interviews are handled, how community resources are utilized, how records and anecdotal materials are used, and how other guidance functions fit into the total picture of school life.

Regular meetings with new teachers will provide a setting in which to express their anxieties, concerns, hopes, disappointments, and problems. With support from counselors and with suggestions from experienced teachers, new teachers can have the opportunity to evaluate the needs of their pupils, explore the effectiveness of a variety of techniques, and gain insight into their effect on pupils.

## Teacher Workshops

In teacher-workshops, counselors and teachers have an opportunity of exploring many of the day-to-day problems encountered in the classroom. The interactive aspects of the workshop enable teachers to share feelings, develop insights, become aware of their own behavior, and develop greater sensitivity to the needs of others. In addition, a variety of techniques used in working with pupils can be examined.

There should be a constant seeking, however, for new solutions and new insights, and a realization that even though there may not be any set answers, it is always fruitful to explore the various possibilities for application in the classroom. Group planning and effective group experiences will help the individual teacher identify more closely with his colleagues in terms of the commonality of needs and effective procedures to meet these needs. The counselor encourages as wide participation as possible and serves as the summarizer and interpreter of group suggestions.

One type of workshop that has proved effective is the case-study workshop, where a teacher brings a particular case with which he is concerned, usually one on which the counselor and the teacher have been working for some time. Records have been screened, parents interviewed, and other school personnel and outside agencies consulted. The participating teachers discuss various aspects of the problem, raise questions regarding previous recommendations and action, and suggest alternate approaches. Teachers are encouraged to report back to the group the effect of any suggested action for further discussion of the problem. Often in such discussions, the attitudes, feelings, and reactions of the teacher reporting to the group are revealed to his colleagues. The counselor, however, takes precautions to avoid any criticism of a personal nature and to see that mistakes are treated as part of learning for the group.

Since many of the problems presented are shared by many teachers, the study of one pupil is a learning experience for all.

Another type of workshop that a counselor can develop is an interaction group, that is, a group in which each member is willing to look at himself in terms of his own reactions and of the way in which his behavior affects others. Before the counselor initiates an interaction group, it is advisable for him to confer with his principal and supervisor of guidance to discuss the feasibility of forming such a group in his school.

In order for these workshops to attract teachers and to be continuously productive, the counselor plans each session in accordance with the expressed needs and interests of the participating teachers.

In working with this type of group, the counselor needs an acute sensitivity, enhanced by previous self-exploratory experiences. How far should he go in dealing with emotions? How should he handle negative reactions such as hostility, hurt feelings, inability to accept group judgments? It will vary, of course, with each counselor, but as a rule, the counselor should not go beyond the limits of what he feels competent to handle. He should be specially trained in this type of group work with supervised practicum experience.

Teachers can present such topics as anger, frustration, jealousy, and anxiety, and then try to explore their own feelings. What brings on these emotions? What is their tolerance level? How can they recognize it in its many guises? How can they deal with it? Attitudes towards stealing, drugs, sex, violence, racial bias are some of the topics that may be explored and discussed. In these workshops, the members of the group are not necessarily seeking solutions but merely trying to become more aware of their own feelings and attitudes, and to understand how these might affect their behavior in the classroom.

Teachers who join such a group should do so in the belief that their own growth and professional development can be enhanced by greater self-awareness and sensitivity to others. The group should not be judgmental, punitive, or advisory, but should allow each person to express his feelings, especially where there is a difference of opinion among group members. Members of the group learn how others react to them, as well as how they react to others. The goal of this type of group is not only to change attitudes, but to explore insights toward a greater understanding of the dynamics of human behavior in the classroom.

When other members of the pupil personnel team are available, such as the supervisor of guidance or the Bureau of Child Guidance psychiatrist, psychologist, or social worker, or an attendance teacher, or if there is a bilingual teacher in the school, it is desirable to invite them to participate in one or more workshop sessions. This not only gives the teachers and the counselor another point of view, but it adds an additional kind of expertise and an extended team approach to common problems.

In consultation with the supervisor of guidance, counselors may participate in training programs on methods of humanistic education so that they in turn may assist teachers in applying such techniques to the classroom situation.

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Dissemination of Guidance Information

To disseminate guidance information, the counselor may act as a resource person and have books and periodicals available for teacher use. Guidance publications and articles can often become the basis for a teacher conference or workshop.

The counselor can heighten the interest of the school staff by writing articles for school or district publications on some aspect of guidance which will be helpful to them in their professional growth. A New Look at Preadolescence, Understanding Acting-Out Behavior, Differences Between the Shy and the Withdrawn Child, Facing Problems of Articulation with the High School are some topics of general interest which teachers have found useful.

To enhance his work with teachers, the counselor will find it helpful to make use of pertinent audiovisual materials, such as the films, filmstrips, and tapes, which are available through the Bureau of Audiovisual Instruction (BAVI) or the Bureau of Educational and Vocational Guidance.

The counselor may use resource people such as parents and other members of the community, and representatives of other bureaus and of public and private agencies, to provide firsthand information and/or to engage in a dialogue with teachers on pertinent topics.

Demonstrating Group Guidance Procedures

Such demonstrations would be most appropriate in working with grade advisers assigned to group guidance. The counselor who asks to be invited to a teacher's room for the purpose of demonstrating group guidance procedures is able to "show," not "tell," an approach that is desirable.

Topics for the group discussion demonstrations can range from classroom problems to home problems, peer relationships, or academic difficulties. Because the problems are of immediate concern to the students, they usually engender lively interaction. In a post-session conference, the counselor then has the opportunity to review what has been done and to invite the teacher to give his reactions and comments with respect to the group process.

Counselor-Teacher-Parent Interviews

There are numerous occasions when a teacher may be invited to a joint counselor-

teacher-parent interview. This type of interview helps to reinforce the concept of the team effort in working with the individual pupil by providing for concerted effort on his behalf. It conveys to the parent a better understanding of the guidance role in the total education process, and it facilitates the cooperation needed to produce effective solutions to pupils' problems.

Counselor-Teacher-Student Interviews

At times as a result of a breakdown in communication between a teacher and one or more students on questions such as discipline, grading, expectations, etc., it is advisable after consultation with the teacher for the student, teacher, and counselor to confer and/or confront each other on the problem at issue and the means of resolving it.

To illustrate this type of interview, counselors may use a BEVG film, "Group Counseling with Teachers, Parents, and Students at each School Level," available at the BEVG Resource Center.

## WORKING WITH BILINGUAL TEACHERS IN SCHOOL AND COMMUNITY RELATIONS

In a school to which a bilingual teacher has been assigned, the guidance counselor has an additional team member available for implementing the guidance program. Because of his special expertise in the culture, history, and language of pupils for whom English is a second language, together with his guidance training, the bilingual teacher works with the guidance counselor in the following ways:

As a community relations agent

- communicates to the counselor the specific needs voiced by the community
- interprets to the community the aims of the guidance program, the role of the guidance counselor, and the extent to which parents and community can enhance the guidance function
- surveys the community for role models with which pupils can identify
- directs parents to neighborhood services

As a participant in the guidance process

- assists in the orientation of the newly arrived pupil and his family
- confers with the counselor and parents on the placement and adjustment of non-English-speaking pupils
- provides career information to pupils whose facility with the English language is limited
- participates in interviews with pupils and parents for whom there is a language barrier

helps in planning for individual pupils and follows up with family contact through home visits and telephone calls

meets pupils in groups to build self-concept and pride in their heritage through an understanding of their native culture, history, and language

cooperates in parent workshops

works on schoolwide projects geared to the needs of pupils for whom English is a second language

participates in teacher workshops to facilitate greater understanding and sensitivity

To achieve optimum results from this team operation, it is essential for the guidance counselor and bilingual teacher to keep lines of communication open and to devise a system of referral, record-keeping, interviews, group meetings, and other activities to augment each other's services.

## WORKING WITH TEACHER-LIBRARIANS

Teacher-librarians and counselors can be of mutual assistance in increasing the effectiveness of both the library and the guidance programs in the school. In a planning session at the beginning of each school year, teacher-librarians and counselors can familiarize themselves with each other's programs and decide on joint activities for the ensuing months.

Following are some suggestions for cooperative efforts to enhance both the library and guidance programs in the schools:

- Plan attractive and informative bulletin board displays of guidance materials in various parts of the school building.
- Exchange information about guidance resources and make recommendations for library purchase of materials dealing with occupational information, personal problems, college guidance and scholarships, study habits, and other aspects of guidance.
- Set up a guidance corner in the library where pupils can browse in a leisurely fashion to acquaint themselves with materials dealing with career, college, and personal guidance.
- Arrange for occasional library displays of books and other guidance materials on topics of particular current interest.
- Plan book talks, including fiction and nonfiction, focused on personal or social problems of pupils.
- Prepare guidance-oriented displays of book jackets in classrooms and other areas throughout the school, on adolescent problems, family relationships, hobbies, careers, or other aspects of guidance.

- Organize a library collection of Board of Education directories and other materials (The Public High Schools, Adult Education, College and Career Guide) college catalogs, and career materials to help pupils and counselors with educational planning.

- Cooperate in programs for faculty conferences, PTA meetings, and workshops to call attention to reading and guidance materials in specific areas under discussion.

- Supply information to the school newspaper, guidance newsletters and bulletins, and district publications on guidance material in the library that is of interest to pupils, teachers, and parents.

- Cooperate to provide displays and lists of guidance books and materials for career day conferences and booklets.

- Work together in consultation with subject teachers to identify and display curriculum materials related to career development in a particular subject area.

- Help individual pupils locate reference and reading material on special problems of a personal, educational, or occupational nature.

- Encourage pupils who show a special aptitude or interest in library work to assist in the school library in their free periods.

- Encourage pupils to explore the library and learn about the wealth of varied material and services available to them.

- Use the reading records of individual pupils for guidance purposes.

By welcoming and seeking opportunities to work together, counselors and librarians will encourage good reading habits and enhance the role that books and other resource materials can play in educational, occupational, and personal guidance.

In summary, the skills and expertise of the guidance counselor are effective only to the extent that they reach out to the target student body and involve the members of the school staff. One of the major roles of the guidance counselor is to facilitate interpersonal relations and mutual understanding among members of the faculty and between teachers and pupils.

## WORKING WITH THE PUPIL PERSONNEL TEAM

### MEMBERS OF THE TEAM

The pupil personnel team usually includes the following members of the school staff: guidance counselor, social worker, psychologist, attendance teacher, and the principal or his surrogate. On occasion, however, the psychiatrist, doctor, school nurse, health coordinator, bilingual teacher in school and community relations, reading specialist, or paraprofessional may participate depending on the case under discussion. The diversity of background and training among members of the team will provide a comprehensive approach to a problem.

### THE TEAM IN ACTION

The pupil personnel team usually meets in regularly scheduled sessions to review cases and develop new programs. While each member of the team focuses on the area of his specialty, he will engage in co-counseling and in the preparation of other joint projects.

If pupils are to be provided with a coordinated program of remedial and preventive services without wasteful duplication of efforts, roles must be defined and responsibilities delineated.

All members of the pupil personnel team share goals with respect to pupil service. Although each member of the team contributes his own special expertise toward the many program objectives embraced by the team, there is a need for interdependent functioning in order to reach the largest number of the target pupil population and to provide maximum service.

The pupil personnel team works with the entire school staff in helping assess behavioral patterns, understand the dynamics of interaction between staff members and pupils, differentiate patterns of deviant behavior, and cope with problems presented by individual students. In general, the pupil personnel team is an integral part of the instructional staff and serves as a major force in providing an educational climate conducive to learning.

In addition to working with day-to-day problems, e.g. pupils requiring special testing, special placement, or community services, they may focus as a team on a schoolwide problem such as drug abuse, student unrest, or racial conflict. To do this, there need to be joint planning, agreement on goals, delineation of responsibilities, periodic evaluation of progress, and regular involvement of other significant members of the school staff and community agencies. It will therefore be necessary for the team to keep open lines of communication, maintain a common record file, and have regular meeting dates, a system for referral, and a resource library.

One member of the team should be assigned the task of coordinating the efforts of all so as to present an organized approach utilizing the collective talents of the group. This coordinator may be the principal, his designated assistant, or the guidance counselor who, as the school-based member of the team, is most familiar with the pupils, the school staff, and school procedures. When all members of the pupil personnel team are school-based, there may be rotation of coordinators so that the representative of each discipline may serve in this capacity.

The pupil personnel team meets with the principal of the school to ascertain his philosophy, his goals for the team, and the areas with which they should be most concerned. At such a meeting, the team members will determine

an order of priorities

a referral system

a meeting place for periodic conferences

the feasibility of involving other staff members in their conferences

teacher and parent workshops

schedules for individual group counseling of teachers, parents, and pupils

## REFERRAL PROCEDURES

While referral procedures will differ from school to school, they would generally follow some variation of the following pattern.

In some schools the pupil personnel team may agree on a rotation of intake, whereby each member of the team is responsible at some time for screening all of the referrals. In most schools, the guidance counselor receives all referrals and then screens them to determine to which member of the team a student will be sent.

In other situations, the guidance counselor, after screening all of the referrals, meets with team members to determine jointly the responsibilities of each member of the team with respect to each case. After the team has reviewed a case, it may agree on the necessity for a referral to an outside agency. Thus, e.g., it is possible for the guidance counselor and the psychologist to be working with individual children or groups while the social worker works with the family, and all three may be conducting weekly workshops individually or together for parents and teachers.

## CONSULTATIVE SERVICES

The pupil personnel team is available for consultative services to the school staff on a continuous basis, both as a resource to prevent maladjustment and as a supportive service to deal with maladjustment that has already developed. The team can provide specific guidelines for the identification of pupils in need of special help. To clarify these guidelines, the team can participate in meetings to discuss such topics as the difference between typical preadolescent behavior and symptoms of maladjustment, or the difference between the slow learner and the retarded pupil.

The team can also be of service to teachers by suggesting techniques for overcoming typical classroom problems and promoting an environment conducive to pupil adjustment in the classroom. (For techniques the counselor may suggest, see page 189.) The team can also supply supportive service to those teachers whose pupils are receiving special services.

Other ways in which the pupil personnel team can be effective in the school would be to have representation on the principal's cabinet to advise on class placement, curriculum adaptations, and class and school activities to promote good mental health.

The need for communication among team members is apparent. Regularly scheduled meetings are helpful but cannot effectively transmit all of the information about cases, progress, and plans. When a team member plans to confer with a teacher, parent, or agency personnel, he should notify other members of the team who should be present.

Some additional forms of communication might include:

a central index file containing a locater card for each pupil giving name, parents' names, address, class, and time of last interview, or

a central record file including reports on action taken and progress notes.

Through an integrated, multidisciplinary approach, the pupil personnel team is concerned with enhancing the positive aspects of growth and development and eliminating or neutralizing the problems that interfere with the adjustment of pupils to school and society.

# WORKING WITH PARAPROFESSIONALS

In recent years, trained guidance assistants have become valuable members of the guidance team. They have made it possible for counselors to devote more time to the professional aspects of their jobs, to reach out to more pupils, and to develop more effective lines of communication with the community.

## SELECTION

The unique function of the guidance counselor in the school organization necessitates adherence to special criteria, such as the following, in the selection of guidance assistants:

ability to get along well with others
understanding of the need to maintain confidentiality
ability to follow instructions
desire for self-improvement
responsiveness to pupils' needs
sensitivity to intergroup dynamics
positive attitude toward school
familiarity with community facilities and activities

## ADVANCE PREPARATION

The extent to which paraprofessionals enhance the guidance services varies according to their preparation for the assignment and the ongoing supervision they receive on the job from the counselor, assisted by the supervisor of guidance and the agency which may be involved in their selection and training.

When a paraprofessional is assigned to the guidance department, the counselor, in consultation with the principal and supervisor of guidance, should plan in advance to facilitate orientation to the procedures in the guidance office. Provision should be made for practical necessities like space in which to work, a desk and chair, and other working tools. Guidelines for responsibility and a formal job description need to be agreed upon. Time should be spent in orienting the guidance assistant to the physical plant of the school, to the school staff, to school and office procedures, and to time and attendance schedules.

## FUNCTIONS

The role of the guidance assistant will differ from school to school, depending on the needs, priorities, and facilities of the school, the potential and actual skills of the trainee, and the delineation of the role and function of the trainee. The following functions have been performed effectively under the direction and supervision of the guidance counselor. No one assistant, however, can be reasonably expected to be involved in all the following activities:

Obtain information for the guidance counselor with respect to school records, report cards, teacher evaluation of students, occupational and vocational information

Act as office receptionist to make appointments; answer the telephone; distribute applications for working papers, transportation passes,

lunch passes; direct students and parents to proper offices and personnel

Assist the guidance counselor with bilingual interviews and letters

Visit homes and institutions for the purpose of obtaining relevant information that will be of benefit to the student

Interview individual students to do initial screening with reference to new admissions, remedial assistance, truancy, absence, cutting problems, mechanical details of class programing, and data for exit interviews

Fill out court reports, welfare forms, and employment papers

Attend parents' association and neighborhood action meetings

Assist in mass distribution of guidance material

Perform basic clerical duties such as filing, gathering data, pulling and maintaining records, arranging appointments

Assist the counselor in special testing situations

Give tutorial help to special students who exhibit learning difficulties

Help interpret the goals of the educational process to parents and other members of the pupil's family and to interested community groups

Interpret for the guidance counselor the existing attitudes of parents toward the school, the school's policies, and the student's progress with social worker, psychologist, guidance counselors, teachers, and other pupil personnel

Participate in guidance projects as they relate to the particular needs of the school or district in which they work

Go on guidance-related field trips with students

Give interim supportive help to a pupil in a crisis situation

Provide the guidance counselor with information on community programs and activities

## EVALUATION OF SERVICES

Ongoing conferences to evaluate the services of the guidance assistant should be held by the counselor, the supervisor of guidance, and the supervisor from any training agency that may be involved. There should be an assessment of the degree and quality of assistance furnished to the guidance counselor in working with individuals and groups and in establishing closer ties with parents and other members of the community. Appropriate recommendations for the involvement of the guidance assistant and for opportunities for his professional growth should be an outgrowth of these conferences.

CAREER DEVELOPMENT

As the guidance assistant becomes proficient in his duties, training should be provided for new responsibilities. The counselor should encourage him to pursue higher education, to explore career opportunities, to investigate financial assistance programs, and to avail himself of appropriate career-ladder programs.

## WORKING WITH PARENTS

Parents and the school both work toward the same goal, to create an environment that will enhance the growth of children. For his part in the relationship, the counselor attempts to interpret the school's philosophy and point of view as it relates to the needs of pupils. He provides information to parents about the various stages of child development. He discusses achievement levels, current educational opportunities, ways of creating and maintaining mentally and emotionally healthy attitudes in parent-child relationships, and the development in children of decision-making skills affecting their personal lives. The counselor is also instrumental in calling attention to the changing character of the world of work and the interrelated roles of school personnel and parents in fostering realistic aspirations for youth.

For their part in the relationship, parents are instrumental in helping the child develop strategies and mechanisms for coping with personal problems, decisions, and interpersonal relationships. They also provide the physical and emotional climate for the healthy growth and development so necessary for achievement and success in school. Besides the information which may be learned from parents about their children, many valuable insights about the pupil can often be deduced from the parent-child relationship.

### COOPERATION BETWEEN COUNSELOR AND PARENT

Cooperative efforts between counselor and parent can be facilitated by adherence to the following generally accepted principles and procedures:

Counselor-parent communication is a two-way process in which each learns from the other.

A successful counselor-parent relationship is based on mutual acceptance and respect.

Counselors and parents are both concerned about the needs of children and the ways in which the school, the home, and the community are meeting these needs.

Counselors and parents want and need honest, accurate, current information to help them understand children's needs.

In working with parents, either as individuals or in groups, the counselor should be alert to his own feelings, perceptions, and attitudes. He should also be sensitive to the attitudes, feelings, and perceptions of the parents. He might seek answers to the following questions:

What is the nature of previous parent-school relationships?

How is the school perceived by the parent and the counselor--as an integral part of the community, or as an "island" separate from community life?

How does the parent view the role of the counselor and the guidance department?

Has the parent had previous contact with the school as a member of the parents' association, as a paraprofessional, or as a school volunteer?

Is the parent actively involved in school-community affairs?

How is communication between parent and counselor affected by their attitudes towards cultural and racial differences?

Awareness and empathy on the part of the counselor will enable him to work more closely with parents in a productive relationship.

## ROLE OF COUNSELOR IN PARENT EDUCATION

The counselor's role in working with parents should generally include the following activities:

understanding the school's philosophy and presenting this point of view to parents

working with teachers and other school personnel--the nurse, attendance teacher, speech therapist, and administration--in giving support to parents in their desire to help their children's school and personal adjustment

interpreting test results to parents, and showing how these relate to their children's educational plans and development

working along with parents to raise aspirational levels, both their own and their children's

discussing ways of achieving a positive relationship between parents and their children

becoming acquainted with community resources and counseling services available to help pupils with special problems

learning about the cultural and economic factors affecting patterns of family living in the community

keeping abreast of the latest developments in the field of guidance that concern parent and community relations

## INTERVIEW WITH THE INDIVIDUAL PARENT

Interviews between the counselor and the individual parent are concerned primarily with helping the pupil in his school and personal adjustment, initiating a constructive program which will serve the pupil's needs, giving the parent educational and occupational information, and motivating the parent to seek outside professional help for his child when necessary.

An interview to which a parent has been invited gives the counselor an opportunity to show the parent that the school is sincerely interested in his child. It also provides the counselor with an opportunity to focus the emphasis on ego enhancement and developmental growth of the pupil rather than on crisis counseling dealing with negative, isolated factors or incidents. It offers the

parent an opportunity to evaluate his child's strengths and to plan constructively for continued growth in personal and school adjustment. When mutual understanding is developed, both counselor and parent can reinforce each other's efforts in the best interests of the pupil.

The parent-counselor interview may be characterized by four distinct steps:

preparing for the interview
establishing relationships during the interview
developing the purpose of the interview
establishing follow-up procedures

Preparing for the Interview

The counselor interviews the pupil and collects pertinent information from school records to have a complete picture of the pupil. The counselor also needs to have on hand:

a list of neighborhood resources, such as community agencies, transportation and recreational facilities

a library of reference materials, such as the Directory of Public High Schools, Directory of Adult Education, college catalogs, occupational information

Establishing Relationships During the Interview

The parent-counselor conference is held in a relaxed atmosphere free from unnecessary interruptions. If there is a language barrier, an interpreter is available.

From the beginning, the counselor listens carefully for feelings, perceptions, and recurrent themes. The counselor at some point conveys to the parent what his role in their relationship is and how he can be of service in helping to meet the needs of parent and child. Even when the parent has been summoned to school because of a problem, it is important that the counselor begin by stressing the positive aspects of the pupil. If the atmosphere is positive and encouraging, the parent more readily begins to express his feelings, fears, and expectations. The interview ends with a plan of action and the assurance that the counselor is available for future meetings with the parent.

Developing the Purpose of the Interview

Some questions which the counselor may wish to ask during the interview, but not in the manner of an interrogation, include the following:

What is the pupil's relationship to siblings? What is his position in the sibling sequence? What are the nature and extent of the pupil's conflicts, rivalry, or competition with siblings?

How does the pupil react at home when he is frustrated or angry?

What are some of his environmental influences? What are some of

the family's activities, and how does the pupil participate in these?

What is the nature of his daily routine--eating and sleeping habits, study and homework routines, hobbies, interests, after-school activities?

What are the pupil's social relationships-- his ability to make and keep friends, his peer relationships with school friends?

What are his attitudes towards school, teachers, school work, and goals in relation to further education?

What educational and occupational aspirations do the parents have for their child?

In what extracurricular activities are the children engaged?

These questions can be used as a frame of reference for the counselor-parent interview, but not adhered to in a rigid fashion. As the interview progresses, the counselor can assist the parent to reevaluate his child in terms of his strengths as well as his weaknesses.

Following are some specific suggestions the counselor may find useful:

Discuss with the parent the burgeoning opportunities in the world of work and the need to develop realistic aspirations for his child.

Give the parent some positive suggestions for motivating his child to study properly at home. Indicate the need for a regular study hour in a quiet place at home or in a school or community facility. Discuss with the parent how he can get involved in his child's homework activities without overwhelming or antagonizing him.

Suggest sources of enrichment in the neighborhood and in the city.

Avoid "pedagogese" in speaking to parents. Listen to the parent's way of expressing himself and try to meet his needs.

Point out that the coordinated effort of the home and the school can effect greater growth in the pupil than the teacher, the counselor, or the parent working individually.

End the interview on a constructive note by summarizing plans for continuing communication and cooperation.

Record the interview briefly and objectively after the parent leaves.

Establishing Follow-up Procedures

The counselor should plan to have follow-up interviews with the pupil and his parents to determine whether objectives of the parent-counselor interview are being carried out. As a result of these interviews, the counselor may arrange

for case conferences concerning the pupil's progress and adjustment, individual testing, referral of the pupil and/or the parent to outside agencies, change of class placement, participation in group counseling sessions, or other services as indicated.

Directing parents to grade and school group meetings and parents' workshops will develop better school-home relationships and will give parents an opportunity to discuss mutual problems with other parents. Large group meetings to which parents are invited to discuss the school's testing program, special progress classes, language choices, articulation with the high school, and the importance of report cards will help the individual parent understand the significance of the school program in relation to his child.

REFERRAL TO OUTSIDE AGENCIES

Referral for intensive counseling or therapy, when indicated during the interview, may be made to a family agency, community agencies, mental hygiene clinic; Bureau of Child Guidance; reading clinic; testing, remedial, and tutoring center; speech therapist; family physician; and other specialists. No referral may be made without the written consent of the parent.

The counselor prepares the parent for the referral. The counselor realizes that, although the referral may be clearly indicated to him, it may take some time before the parent is ready to accept additional help. A significant principle of referral is to be honest and sincere about the problem observed. Evasion and embarrassment only complicate the referral. Unless the parent is aware of the problem and is ready to seek help for his child, the suggestion of an agency for additional assistance may be very threatening. The parent may feel rejected if he interprets the counselor's attitude as signifying "I've taken you as far as I can go now." Instead, the counselor's attitude should come across as hopeful, "Let's see what other possibilities there might be for help in this situation."

A readiness for referral may be more easily achieved by inviting a group of parents with similar problems to a small group meeting where there are opportunities to identify their problems, coordinate their desire for help, and delineate the cooperative practices of school and community.

Methods of referral will vary from case to case. Initial contact with agencies such as those providing mental health, recreational, educational, or employment counseling services may be made by the counselor with the consent of the parent. Most agencies prefer to have the parent make the contact directly in order to provide greater involvement and experience in decision-making. In both cases, the counselor may discuss the case with the agency's intake worker. Arrangements are then made for an intake interview.

GROUP WORK WITH PARENTS

The counselor should be available to assist parents when they indicate a desire to organize a group for discussion of common problems, or when the counselor himself believes that there is a felt need for such a group. In a parent workshop many people may participate--counselor, parents, principal, other members of the pupil personnel team, guest speakers, teachers, and pupils.

By skillful use of the group process, the counselor can help to create an atmosphere that is freely conducive to frank discussion. After the presentation of the topic under discussion, he can encourage the parents to ask questions and assist them in examining interpersonal relationships, preventive possibilities, pressures and personal attitudes, human relations, and possible outcomes of various courses of action. He will try to elicit the ideas and opinions of all members of the group and to insure that all have an opportunity to participate in the discussion. As the group leader, the counselor will help the participants utilize their own resources in finding a solution to the problems under discussion.

## Aims of Group Meetings With Parents

By providing them with an opportunity to ventilate their feelings through group discussion, the counselor can help them gain confidence in their own adequacy as parents and dilute any feelings of self-blame, anxiety, or guilt. He can assist them to improve their problem-solving ability. He can help them clarify not only the role that they play in their children's lives but also that of their children's peers and of significant adults.

## Types of Group Meetings With Parents

In all meetings with parents, there should be lively interaction and open discussion for the purpose of promoting better understanding of one another, of their children, and of the school.

There are three types of group meetings with parents:

- large group meetings such as Parents' Association meetings, school assembly programs, or community organization meetings, for which the counselor does not have the primary responsibility but in which he may participate
- small group meetings, such as grade meetings or groups based on common problems or interests, which the counselor may initiate or in which he may act as a resource person or group leader
- parent workshops, a series of meetings held over a period of time with parents who have come to explore, interpret, or discuss a mutual problem, with the counselor responsible for the organization and development of the group

## Suggested Topics for Parents' Meetings and Workshops

| For Information | For Group Interaction |
|---|---|
| School guidance program | Discipline in home and school |
| School procedures and rules | Parent involvement in education |
| School zoning regulations | The generation gap--fact or fiction? |
| High school choice | The teenager and his friends |
| Single high school diploma | School and community relations |
| Extracurricular activities | Outside influences in the teenager |
| Open School Week planning | Prejudice and your child |
| How to study | School policy--its functions and limitations |
| Class placement | Active citizenship in New York City |
| The report card | |

Educational and occupational opportunities
Characteristics and needs of the preadolescent
New York City--places and pleasures
Community resources and agencies
The Police Department and the schools

Parents' Workshops

Determining Workshop Topics. In consultation with the principal, members of the executive board of the parents' association, the guidance staff, the supervisor of guidance, the instructional and paraprofessional staff, and concerned students, the counselor sets up a tentative schedule of appropriate topics for the parents' workshops. It is sometimes useful to send home a questionnaire or check-off sheet listing topics (bilingual, if necessary) for parents to indicate their preferences. Topics should take into consideration the immediate needs of the school community. The counselor might also keep an ongoing list of worthwhile topics that are an outgrowth of his work with individual parents for use as the basis for future workshops.

Preparing for the Workshop. After preliminary discussions with the principal and supervisor of guidance, the counselor makes an outline of his plan for the workshop. In consultation with the school's custodian engineer, the counselor and the parents' committee should check the area in which the workshop will be held to ascertain that seating capacity, chalkboard, lighting, and electrical outlets are adequate. Provision should be made to include at least one evening workshop for working parents, and to notify the school custodian and the local police precinct of his plans to use the building in the evening. Where necessary, the parents' association can be requested to arrange for baby-sitting services for parents with small children. If there is a language barrier, the counselor can make arrangements for a bilingual paraprofessional or parent at the workshop.

In discussions with the parents' committee, the counselor makes arrangements for providing any materials that may be needed for the workshop. Enough material should be available so that each parent can have a copy for reference at home.

A program brochure containing the agenda for the workshop should be distributed to all participants and should include the names of everyone responsible for planning and contributing to the workshop.

Publicity for the Workshop. Parents should be encouraged to help publicize the workshop, and the facilities of the school may be made available to them for this purpose. Possibly with the help of pupils, they may prepare and distribute posters in neighborhood stores and other business establishments, apartment buildings, gas stations, community centers, etc. The counselor may enlist the aid of paraprofessionals and parents to speak briefly to pupils at a school assembly, to make announcements in churches, temples, community houses, and social organizations, and to invite individual parents by telephone calls, home visits, or letters.

Pupils, too, may be involved in this activity. They can be called upon to design and make invitations. Pupils may also act as hosts to greet

parents when they arrive at the workshop, see that they are seated, give them copies of the agenda, and ask them to sign in.

Workshop Techniques. To make the workshop stimulating and worthwhile, following are some of the many techniques that counselors have used successfully:

Parents' presentations in the form of a review of a book or magazine article, or the dramatization of a skit or playlet, can be the springboard for discussion. Former students of the school who are now members of the parent body may also be invited to contribute to the discussion.

Outside speakers who are authorities in a special field or who have achieved public prominence, as well as former students of the school or residents of the neighborhood who have been successful in their fields of endeavor, may be invited to address the workshop.

Student presentations in panel sessions to engage parents in discussion on topics relevant to both groups.

Discussion panels or buzz sessions may provide the basis for lively sessions, as may role-playing scenes in which parents and possibly pupils also may participate.

Audio-visual materials (films, filmstrips, slides, and tapes) can be used as the basis for discussion or as illustrations for a speaker's presentation.

Field trips to places outside of the school can be arranged where indicated or desirable.

Distribution of materials for parents to take home, e.g., lists of community resources or recreational facilities, statements of school policy on certain issues, brochures prepared by organizations such as mental health associations, scholarship organizations, etc., will be helpful.

Launching the First Workshop. The first workshop provides an opportunity for introducing key people in the school to whom the parents may relate, and for members to introduce themselves. Then the counselor should discuss briefly the role of the workshop leader and should explain that the aim of the group is to exchange experiences, develop insight, and arrive at some solutions to guide them. At this point, the counselor would also explain that the plan for future workshops is flexible and that suggestions from the participants would be most welcome.

The first meeting should start with some preplanned, structured form of discussion on a specific topic and should follow an agenda. There should be flexibility to allow parents' interests to influence the direction of the discussion. The counselor should lead members of the group in expressing their feelings, interacting with each other, and developing a group cohesiveness. If a talk is given, time should be allowed for parents to participate in a question-and-answer period, and some questions should be turned back to the group instead of being answered by the leader.

The meeting should come to a conclusion with a summary of the points discussed and the knowledge or insight gained. It is advisable to distribute cards for a brief evaluation of the meeting and for a list of preferences for future meetings. The topic finally decided upon for the next meeting should be announced.

Evaluating the Workshop. In evaluating the parents' workshop, the counselor and school administration should be guided by criteria such as the following:

How many parents attended?

What part did parents play in selecting the topics?

To what extent did parents participate in the discussion?

What was the quality of interaction?

To what extent did participants become involved in planning activities for the benefit of themselves and their children?

In what way has parents' participation affected the child's performance in school?

PRACTICAL SUGGESTIONS FOR WORKING WITH PARENTS

1. Meet with parents of entering class for orientation purposes.

2. Use the publications of the school and the community district to help parents understand the extent and availability of guidance services.

3. Cooperate with the librarian in organizing a special section in the library and a file of resource material of interest to parents, e.g., high school and adult education directories, curriculum materials, guides to cultural and recreational facilities in New York City, college catalogs, occupational information, books relating to adolescent growth and development, consumer information, summer programs for student, etc.

4. With the assistance of pupils, prepare materials for a display at a parents' meeting or Open School Week to coordinate with a specific problem of current concern, e.g., drugs and other substance abuse, the world of work, special high school programs, community agency services, etc.

5. With the assistance of the parents' association, prepare a list of parents and alumni who are specialists in a particular field and can be called upon as speakers for career days, parents' workshops, and school assembly programs.

6. Interest the parents' association in conducting a follow-up study of graduates and/or dropouts of the school to see what has happened to them after they left the school. Establish feedback to school and community.

7. Early in the school year, invite parents of graduating pupils to a meeting to discuss high school choice.

8. After the second marking period, plan to invite on an individual basis the parents of pupils who are not meeting academic standards. Explore reasons for failure, and make plans to take corrective measures.

9. Arrange for visits of parents to high schools, to local colleges, and to business, professional, and industrial establishments.

10. Arrange for meetings of parents of graduating students with parents of incoming students for articulation and orientation purposes.

11. Plan for group meetings to allow for interaction among teachers, parents, and pupils.

12. Schedule at least one private interview with the parent(s) of each pupil during the course of each year.

13. With the help of the administration and the guidance paraprofessional, arrange for meetings with new residents who require assistance in locating vital services in the district such as health, welfare, housing, recreational and cultural facilities.

## WORKING WITH THE COMMUNITY

### SCHOOL-COMMUNITY RELATIONSHIPS

In working together as a team, the school and the community it serves can reinforce each other's efforts to further the education and self-realization of each individual child. It is important in large cities to define the community, to understand its needs, and to encourage its cooperation in making contributions which help shape educational policies. When school and community respect each other's aspirations, they can readily agree on roles and goals in meeting the educational needs of children. The school should be accessible to parents and community for information on pupil achievement, for participation in activities, for help with school and family problems, and for social and cultural contacts.

In a time of changing relationships between school and community, it is vital to understand how the community perceives the philosophy and program of the school, and how the school perceives the community and comprehends its needs and expectations. Because of the nature of urban diversity, community-school needs will vary from district to district. Therefore, the counselor, in cooperation with the school administration, supervisor of guidance, pupils, parents, and community representatives, will explore priorities and implement programs to meet these needs. By keeping lines of communication open, the counselor and the community can better understand what they might reasonably expect from each other.

The counselor can use these activities in working with the community:

Familiarize himself with the community in terms of its ethnic composition, socio-economic level, action programs currently in operation

Meet community leaders, with the help of paraprofessionals and parents

Attend community school board meetings, parents' association meetings, and other meetings concerned with planning activities for youth

Become involved in program planning with the community to provide pupils with after-school recreational facilities, study centers, hobby clubs, cultural experiences, community-involvement programs

Serve as informational resource to school-community programs, such as school retention, prevention of drug abuse, and industry-sponsored occupational programs.

Work with local groups to help pupils assume responsibility for improving the community environment, e.g., problems of sanitation, air pollution, water pollution, fire hazards, or inadequate housing

Lead district workshops involving teachers, parents, and community representatives to gain new insights into more productive working relationships

Contribute to district, school, or community newspapers to provide information about guidance services, such as youth club programs, career conferences, and tutoring programs

Consult with librarians in the local public library to discuss additional ways of providing and utilizing reading materials geared to pupils' needs for personal development and career information

The specific community activity in which each counselor engages will depend to a great extent on the nature of the community, its current needs, and the particular aspect of community work in which the counselor has a special interest. Greater flexibility and creativity on the part of the counselor will enable him to find many opportunities to become increasingly involved in the community-participation approach to education.

## COMMUNITY AGENCIES

The school has a concern for providing assistance through guidance and other pupil personnel services to all pupils and their families. Since the school alone cannot possibly provide all of the specialized services required by pupils who are in need of help, guidance counselors work closely with many community agencies in a cooperative effort.

Each community provides certain basic services according to its needs and available resources. It is therefore recommended that guidance counselors in each school district, in consultation with the supervisor of guidance, prepare a directory of local agencies to use in conjunction with available citywide directories for the referral of pupils and their families in need of specialized services.

Community resources with which counselors usually work are:

family service agencies
mental health clinics
hospital clinics
agencies for the handicapped
Department of Social Services
child care agencies
legal and law enforcement agencies
career counseling agencies
remedial programs for pupils
adult education centers
recreational centers
agencies concerned with college and scholarship programs
industrial, professional, cultural, and commercial establishments participating in educational programs
government agencies
religious organizations

The following are suggested ways in which the counselor can keep open lines of communication with various community agencies and organizations:

Make appropriate referrals to agencies, and provide for follow-up procedures

Visit the agencies most frequently used to meet key personnel and to participate in case conferences held there

Send written progress reports to agencies (with parental permission)

Invite representatives of agencies and organizations to address pupils, teachers, and parents to describe the services available to them

Plan jointly with agency and organization representatives for community projects

Work jointly with community agencies and organizations to design and conduct parent workshops

Promote career development programs with local representatives from business, industry, and the professions

Disseminate information about agencies and organizations of interest to pupils, parents, and teachers, e.g., new services, seminars, lectures, sensitivity training

If there is a question concerning the professional status of a mental and/or social agency, consult any of the following:

Bureau of Child Guidance
Community Council of Greater New York
Brooklyn Association for Mental Health
Mental Health Association of New York and Bronx Counties
Queens County Mental Health Society
Staten Island Mental Health Society

The Bibliography at the end of this bulletin contains a comprehensive list of useful directories for information about particular types of community agencies and services.

REFERRALS TO A COMMUNITY AGENCY

Agency referrals may be made for a variety of reasons, including atypical behavior, financial need, health problems, cultural enrichment, development of leadership potential, and other areas related to the total development of the pupil. The counselor should exercise great care in selecting the appropriate resource for referral. He should consider the following factors:

the nature of the service offered by the agency (e.g., job training programs, day care services, tutoring programs, family counseling)

the geographic area served by a particular agency

the intake policy and waiting period for services

cost of service in relation to the client's ability to pay (free, fixed, or sliding scale)

policy of the agency with reference to feedback with the Social Service Exchange

It is advisable to check all references with the Social Service Exchange to ascertain whether the family is known to any of the agencies. If a family has had contact with an agency, it should, if possible, resume the same contact in order to avoid duplication and provide for continuity of service.

In preparing for a referral to a community agency, the counselor must first secure the cooperation of the parent and his written consent to release any pertinent information required by the agency. The counselor will then collate pertinent data gathered from the following sources:

study of the pupil through cumulative records, health records, test records, anecdotal records, surveys, checklists, creative writing, art work

individual interviews with the pupil

observation of the pupil in small-group and large-group counseling and in the classroom

case conferences

parent counseling, individually or through participation in workshops

preparation of the parent for referral

consultation with administrators, supervisors, teachers, and other school personnel who may be aware of the pupil's problems

Methods of referral to community agencies will vary from case to case. It is recommended that the counselor encourage the parent to assume the responsibility for making the initial contact with the agency. In some cases, the parent may prefer to have the counselor make this initial contact. In either case, the counselor may wish to discuss the case with the agency's intake worker.

After an agency has accepted a pupil, the counselor has the responsibility for providing ongoing supportive service in the school in the following ways:

continuing to work with the pupil in individual or group counseling, provided that the counselor and agency agree that it will be beneficial

providing the agency with feedback regarding any pertinent changes

inviting the agency worker to discuss the pupil in a case conference

attending a case conference at the agency, if the principal and the agency deem it necessary

discussing recommendations and suggestions for helping the pupil to function better with the teachers of the pupil's classes

evaluating the success of agency contact through periodical follow-up interviews with student and parent

keeping all materials on the individual case, including interview notes and parent's consent for release of confidential information

maintaining accurate records on the termination of agency contact with the pupil

PRACTICAL SUGGESTIONS FOR WORKING WITH THE COMMUNITY

1. In consultation with the district supervisor of guidance and other counselors in the district, prepare a list of community resource people in the district who are available as speakers to pupil, parent, or teacher groups on community problems, vocational information, or other topics.

2. In consultation with the district supervisor of guidance and other counselors in the district, prepare a list of guidance counselors who are available as speakers to community groups or as participants in community programs.

3. Contact community groups such as chambers of commerce, religious organizations, philanthropic foundations, and others to secure information about special camp programs, scholarships, summer job opportunities, volunteer programs, and any other activities available to local pupils.

4. In cooperation with members of the community, representatives from business and industry, professional organizations, government agencies, and the teaching staff, arrange for a series of school and/or district career programs.

5. In cooperation with community agencies and school personnel, develop programs involving students as volunteers in hospitals, nursery schools, day care centers, tutorial centers, etc.

6. Arrange for parents and community representatives to accompany students on field trips for career development and cultural enrichment.

7. Plan jointly with members of the community and school personnel for local campaigns to combat problems such as drug abuse, pollution, destruction of property, etc.

# EVALUATION OF THE GUIDANCE PROGRAM

## SYSTEMATIC AND ONGOING EVALUATION

Systematic and ongoing evaluation of the guidance program by both formal and informal methods is the responsibility of the administrative and guidance personnel in the schools, and of the district supervisor of guidance and the community superintendent. Such evaluation should always be made within the framework of the total educational program, the needs of the target population and community, and the available guidance personnel.

Because the area of responsibility of the guidance counselor is so extensive and varied, and demands on his time so pressing, it is essential that there be periodic evaluation of the various aspects of the guidance program in order to set priorities that will best achieve the goals of developmental guidance. Although it is difficult for the counselor to make a systematic study within the limits of the school setting, every attempt should be made to secure objective evidence as the basis for assessing the impact of the program. The total guidance program should be examined periodically to provide for educational and social changes.

Informal evaluation is constantly being carried on by pupils, teachers, school administrators, parents, and the community. Even if such evaluation is not within the proper frame of reference, it can frequently serve as a guide for determining the direction that should be taken in assessing the effectiveness of the guidance program.

The starting point of any evaluation is a review of the objectives set for the program. From an evaluation the counselor can determine whether it had been possible to realize all the goals set, which of these goals should be given priority in the future, and whether the guidance process has responded dynamically to the changing needs of the target population and the school community.

To what extent has the guidance counselor succeeded in communicating his role to administrators, teachers, parents, community people, and most importantly, pupils?

To what extent has the counselor participated in the total school program?

grade conference

departmental conferences

special schoolwide programs

curriculum consultation

class placement

classroom visits

extracurricular activities

## CRITERIA FOR EVALUATION

To determine whether the guidance program is achieving its stated goals, it

is necessary to evaluate the program in terms of the extent to which it has been successful in mitigating the problems and modifying the behavior of pupils and in providing the most advantageous climate for learning.

Has the guidance process helped the student and/or parents to

develop a better understanding of his educational and occupational strengths and weaknesses

make appropriate educational plans, including the choice of course in the secondary school

relate his abilities and aptitudes to educational and career opportunities and requirements

desire to utilize his abilities in attaining appropriate educational and career goals

develop improved self-understanding, peer relationships, and social attitudes

avail themselves of community resources for remedial, educational, and vocational programs

METHODS OF EVALUATION

Depending on the nature of the specific aspect of the guidance program to be evaluated, the counselor may use quantitative or qualitative methods of evaluation or a combination of both.

Quantitative methods of evaluation include:

objective tests and inventories, e.g., anonymous feedback from students on a guidance-oriented trip, a group guidance program, or activities as follow-up to a film presentation

counselor-prepared checklists or questionnaires, e.g., checklists of problems that the student would discuss with the counselor, questionnaire completed by teachers to indicate the degree to which they are being helped by the guidance department

statistical surveys, e.g., attendance at parent and teacher workshops, participation of pupils in career programs, utilization of resource materials

Qualitative methods of evaluation include the study and analysis of

records, tapes, and films of individual interviews and group sessions with pupils, parents, and school staff
anecdotal records of teachers

case conference participation and follow-up

recommendations from supervisory reports and conferences

samplings of opinion and feedback from students, alumni, parents, teachers, community

response from community groups

attitude of pupils and parents toward guidance counselor

evidence of improved career orientation

evidence of improved self-image of pupils

feedback from alumni

comparison of referrals dependent on crises and on developmental needs

teamwork with staff members and other members of the pupil personnel team

teamwork within the guidance department

Though the results of an evaluation may not be conclusive, they are at least an advance in determining the most effective and/or efficient methods of overcoming weakness, promoting greater innovation, and producing dynamic modifications toward greater effectiveness of the guidance program.

PRACTICAL SUGGESTIONS FOR EVALUATION

1. Prepare a statistical survey (see the one on page 190) to determine the effectiveness of a developmental program in your school.

2. Prepare and circulate a questionnaire to pupils (or parents, or teachers) as the basis for an informal evaluation of the school's guidance program. Include pertinent questions on aspects of college, career, and/or personal guidance such as the following:

   Have you ever consulted the guidance counselor about your college and career plans?

   Have your parents ever talked to your guidance counselor?

   Do you feel free to talk frankly about personal problems with your counselor?

3. Participate in a community school district analysis of the impact of the guidance program in your school through a questionnaire such as the one on pages 191-194.

4. Distribute a questionnaire, such as the one on page 195, to members of a group led by the counselor. The format and wording should be altered to suit the particular group, i.e., parents, teachers, or pupils. After collecting the responses, the counselor may discuss the results with the supervisor of guidance and make plans for future sessions based on these results.

5. Prepare a questionnaire similar to the one below as a follow-up of middle school graduates who are now enrolled in local academic schools, vocational, and special high schools; in special programs such as College Bound, College Discovery, and Correlated Curriculum.

Follow-Up of Junior High School Graduates

1. Are you happy with your present high school course?

   _____

2. If you had to do it over again, would you choose the same school?

   _____

3. Did the guidance program at your junior high or intermediate school help you in selecting a high school course?_____

4. What suggestions would you make to the school for improving the guidance of students?

   _____

5. Would you be available to visit with the current graduating class to share your impressions about high school with them?

   _____

SURVEY OF _____ PROGRAM

Number of pupils seen in group _____

Number of pupils seen individually _____

Number of meetings with parent groups _____

Number of meetings with individual parents _____

Self-referrals by pupils _____

Self-referrals by parents _____

Self-referrals by teachers _____

Conferences with teachers _____

- Individual _____
- Workshop _____

Meetings with special school services

- BCG team _____
- School nurse _____
- Attendance coordinator _____
- Dean _____
- Other _____

Feedback reports from teachers

- Written statements _____
- Case conferences _____

Cooperative activities with community, government, business, and professional agencies _____

COUNSELOR'S EVALUATION AND RECOMMENDATION: _____

_____

SURVEY OF GUIDANCE PRACTICES IN THE MIDDLE SCHOOLS

I. Overall Program

A. Case Load

1. Total number of pupils for whom you are responsible _____

B. Individual Interviews

1. Number of pupils seen 1-3 times _____
2. Number of pupils seen 4-10 times _____
3. Number of pupils seen more than 10 times _____
4. Number of pupils not seen at all _____

II. Group Work

A. Developmental Counseling

1. Number of groups _____
2. Number of times each group was seen: 1-5 _____
   6-10 _____
   10+ _____

B. Small Group Counseling (answer this section only if engaged in this activity) _____

1. Number of groups met with
2. Number of times each group was seen: 1-5 _____
   6-10 _____
   10+ _____

3. Size of group — no. of groups

| | |
|---|---|
| a. 5-10 pupils | a. _____ |
| b. 10-15 pupils | b. _____ |
| c. Other (specify) | c. _____ |

4. Basis for selection — no. of groups

| | |
|---|---|
| a. Common problem | a. _____ |
| b. Other (specify) | b. _____ |

C. Large Groups

| | often | seldom | never |
|---|---|---|---|
| 1. Assembly programs | _____ | _____ | _____ |
| 2. Group guidance for one or more classes | _____ | _____ | _____ |

D. Problems Encountered in Scheduling Groups

| 1. Need to skip scheduled sessions because of: | | often | seldom |
|---|---|---|---|
| a. Program changes in school | a. | _____ | _____ |
| b. Teachers' requests | b. | _____ | _____ |
| c. Other (specify) | c. | _____ | _____ |

III. Qualitative Outcomes

A. Developmental Group Counseling

| | | less | same | more |
|---|---|---|---|---|
| 1. Getting to know more pupils | 1. | _____ | _____ | _____ |
| 2. Self-referrals by parents | 2. | _____ | _____ | _____ |
| 3. Self-referrals by children | 3. | _____ | _____ | _____ |
| 4. Understanding by counselors of the developmental needs of the age group | 4. | _____ | _____ | _____ |

| | | less | same | more |
|---|---|---|---|---|
| 5. | Understanding by children of the guidance program | 5. ____ | ____ | ____ |
| 6. | Opportunity to observe the individual's behavior in the group | 6. ____ | ____ | ____ |
| 7. | Opportunity to observe peer reactions to individual children | 7. ____ | ____ | ____ |
| 8. | Other (specify) | 8. ____ | ____ | ____ |

B. The Overall Program

| | | less | same | more |
|---|---|---|---|---|
| 1. | Involvement by teachers in guidance approaches and philosophy | 1. ____ | ____ | ____ |
| 2. | Communication and feedback between teacher and counselor | 2. ____ | ____ | ____ |
| 3. | Serving as resource person | 3. ____ | ____ | ____ |
| 4. | Working with individual children | 4. ____ | ____ | ____ |
| 5. | Liaison with community agencies | 5. ____ | ____ | ____ |
| 6. | Liaison with special school services | 6. ____ | ____ | ____ |
| a. | BCG team | a. ____ | ____ | ____ |
| b. | Nurse | b. ____ | ____ | ____ |
| c. | Special remedial teachers | c. ____ | ____ | ____ |
| d. | Attendance coordinator | d. ____ | ____ | ____ |
| e. | Dean | e. ____ | ____ | ____ |
| f. | Other (specify) | f. ____ | ____ | ____ |

IV. Counselor Role

A. Counselor and Administration

1. Program administered by:
   a. principal ____
   b. assistant principal ____
   c. designated counselor ____
   d. other (specify) ____

2. Counselor participates in formulating school policy concerning:

| | | | | | |
|---|---|---|---|---|---|
| a. | class placement | a. ____ | ____ | ____ | ____ |
| b. | articulation | b. ____ | ____ | ____ | ____ |
| c. | promotional policy | c. ____ | ____ | ____ | ____ |
| d. | parent involvement | d. ____ | ____ | ____ | ____ |
| e. | special disciplinary actions | e. ____ | ____ | ____ | ____ |
| f. | teacher orientation | f. ____ | ____ | ____ | ____ |
| g. | pupil orientation | g. ____ | ____ | ____ | ____ |
| h. | community involvement | h. ____ | ____ | ____ | ____ |
| i. | marking system | i. ____ | ____ | ____ | ____ |
| j. | other (specify) | j. ____ | ____ | ____ | ____ |

B. Counselor and the BCG Team

1. Number of days per week BCG personnel available in school:
   a. psychiatrist ____
   b. psychologist ____
   c. social worker ____

2. Number of hours of counselor time spent

| | | |
|---|---|---|
| a. | Conferring with BCG team | a. ____ |
| b. | Writing referrals | b. ____ |

SURVEY OF GUIDANCE PRACTICES IN THE MIDDLE SCHOOLS (continued)

3. Number of pupils referred to BCG (written form submitted) _____
4. Number of pupils about whom team was consulted _____

C. Counselor and Outside Agencies

1. Number of pupils active with and consulted about _____
2. Amount of time spent in liaison with agencies _____

D. Counselor and the Teacher

1. Number of hours activity engaged in: _____

| | | |
|---|---|---|
| a. | Attends team planning meetings and/or curriculum meetings | a. _____ |
| b. | Confers with reading teachers | b. _____ |
| c. | Conducts teacher workshops | c. _____ |
| d. | Interprets test results | d. _____ |
| e. | Prepares materials for teacher use | e. _____ |
| f. | Conducts case conferences with subject teachers | f. _____ |
| g. | Other (specify) | g. _____ |

E. Counselor and Other School Personnel

1. Number of hours consults with:

| | | |
|---|---|---|
| a. | Dean | a. _____ |
| b. | Nurse | b. _____ |
| c. | Attendance teacher | c. _____ |
| d. | Reading teacher | d. _____ |
| e. | Speech teacher | e. _____ |
| f. | Court-liaison coordinator | f. _____ |
| g. | District guidance coordinator | g. _____ |
| h. | Principal | h. _____ |
| i. | Assistant principal | i. _____ |
| j. | Supervisor of guidance | j. _____ |
| k. | Other (specify) | k. _____ |

F. Counselor and Parents

1. Approximate percentage of grade parents interviewed _____

| 2. Work with parents in groups | no. of times met | approx. no. in each group |
|---|---|---|
| a. Workshops | a..... | a..... |
| b. Addressed parents' association meetings | b..... | b..... |
| c. Other (specify) | c..... | c..... |

| G. The Counselor and the Career Development Program | seldom | usually | often | never |
|---|---|---|---|---|
| 1. Administered interest inventories | | | | |
| 2. Arranged for guest speakers from business, industry, professions, alumni | | | | |
| a. small groups | a._____ | _____ | _____ | _____ |
| b. class-size groups | b._____ | _____ | _____ | _____ |
| c. assemblies or other large groups | c._____ | _____ | _____ | _____ |
| d. parent groups | d._____ | _____ | _____ | _____ |
| e. teacher groups | e._____ | _____ | _____ | _____ |
| 3. Arranged for trips to high schools, colleges, and job sites | | | | |
| a. small groups | a._____ | _____ | _____ | _____ |

SURVEY OF GUIDANCE PRACTICES IN THE MIDDLE SCHOOLS (continued)

| | seldom | usually | often | never |
|---|---|---|---|---|
| b. class-size groups | b. | | | |
| c. assemblies or other large groups | c. | | | |
| d. parent groups | d. | | | |
| e. teacher groups | e. | | | |

4. Presented audiovisual and other resource materials for demonstration purposes or for ongoing guidance with selected groups

| | | | | |
|---|---|---|---|---|
| a. class-size groups | a. | | | |
| b. assemblies or other large groups | b. | | | |
| c. parent groups | c. | | | |
| d. teacher groups | d. | | | |

5. Participated in the organization of career conferences

| | | | | |
|---|---|---|---|---|
| a. schoolwide | a. | | | |
| b. community districtwide | b. | | | |
| c. citywide | c. | | | |

6. Worked with teachers in developing units on occupational information in curricular areas _____ _____ _____ _____

7. Worked with students to explore information about occupational opportunities as related to interests and abilities _____ _____ _____ _____

8. Worked with students to explore information about special high school and college programs related to interests and abilities _____ _____ _____ _____

SELF-EVALUATION OF GROUP SESSIONS BY LEADER

Please give your reaction to your group process experience in the space provided

1. Degree of self-insight or self-awareness developed?
   None___ Slight___ Moderate___ Considerable___

2. Degree of sensitivity to the behavior of others?
   None___ Slight___ Moderate___ Considerable___

3. Degree of awareness and understanding of the type of processes that facilitate or inhibit group functioning?
   None___ Slight___ Moderate___ Considerable___

4. Degree of ability to intervene successfully in inter- or intra-group situations to increase member satisfactions, effectiveness, or output?
   None___ Slight___ Moderate___ Considerable___

5. Degree of freedom you experienced to express your feelings and reactions?
   None___ Slight___ Moderate___ Considerable___

6. Extent to which the skills in these sessions are applicable to group work in your school or district?
   None___ Slight___ Moderate___ Considerable___

7. Materials distributed

| Most Valuable | Least Valuable |
|---|---|
| a._____ | a._____ |
| b._____ | b._____ |
| c._____ | c._____ |

8. Include briefly any additional comments or reactions you may have to the group experience.

_____

_____

# RESOURCE MATERIALS

## BOOKS AND PAMPHLETS FOR COUNSELORS

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"The High: Drugs and You." (c) 19 min. Coronet Films.

"The High Wall." 30 min. Anti-Defamation League of B'nai B'rith.

If You Believe in Yourself Series. "The Dr. Ortiz Story " 20 min.; "Scale a Fireman's Ladder " 25 min.; "A Teacher - You!" (c) 20 min.; "Clear for Take-Off " 20 min.; "New Cop, New York " (c) 20 min. Bureau of Audiovisual Instruction (BAVI).

"Into the World." (c) 25 min. Association Films.

"Job Interviews." (c) 20 min. McGraw-Hill.

"Jobs and Advancement: On the Move." (c) 13 min. McGraw-Hill.

"Joshua." 15 min. ACI Films.

"The Losers." 31 min. Carousel.

"Making It." (c) 25 min. Modern Talking Picture Service.

"Narcotics: The Decision." (c) 32 min. Film Distributors International.

"New Horizons in Vocations." (c) 20 min. Debbie Dash Productions.

"Newspaper Careers." (c) 21 min. Halewyn Films.

"Ophthalmic Careers in Human Vision." (c) 17 min. Halewyn Films.

"Paper Drives." (c) 15 min. Churchill Films.

"People Who Care." (c) 25 min. National Association for Mental Health.

"People Who Work in Stores." 16 min. Coronet Films.

"People Who Work in Factories." 16 min. Coronet Films.

"Seduction of the Innocent." 10 min. Davis.

"A Skill for Eddie." 17 min. Bureau of Audiovisual Instruction (BAVI).

"That's No Fair!" Guidance Associates.

"They Beat the Odds." (c) 22 min. Debbie Dash Production.

"To Be a Man" and "To Be a Woman." (c) 13½ min. each. Billy Budd Films.

"To Be in Love." (c) 13½ min. Billy Budd Films.

"The Trouble with Truth." Guidance Associates.

"What Do You Do About Rules?" Guidance Associates.

"What's in It for Me?" 28 min. New York State Department of Labor.

"The Winner." 22 Min. Bell-West.

"The World of Piri Thomas." (c) 2 parts, 30 min. each. Film Service of Indiana University.

"You Promised!" Guidance Associates.

FILMSTRIPS

"But It Isn't Yours." Guidance Associates.

"The Cooperative Way to a College Education." (c) 18 min. Guidance Associates.

"Dare to Be Different." (c) 2 parts, 15 min. each.

"Developing Your Study Skills." (c) 2 parts, 13 min. each. Guidance Associates.

"Dropping Out: Road to Nowhere." (c) 2 parts, 12 min. each. Guidance Associates.

"Failure: A Step Towards Growth." (c) 2 parts, 14 and 15 min. Guidance Associates.

"First Things: You Got Mad, Are You Glad?" (c) 2 parts. Guidance Associates.

"Four Who Quit." (c) 2 parts, 19 and 15 min. Guidance Associates.

"Getting and Keeping Your First Job." (c) 2 parts, 14 min. each. Guidance Associates.

"Health Careers." (c) 4 parts, 13 and 16 min. Lawren Productions.

"High School Course Selection and Your Career." (c) 2 parts, 17 and 18 min. Guidance Associates.

"I Wish I'd Known That Before I Went to College." (c) 2 parts, 12½ and 14½ min. Guidance Associates.

"If Your're Not Going to College." (c) 2 parts, 13 and 11½ min. Guidance Associates.

"It's in Your Hands." (Introduction to Wonderful World of Work Series) (c). Guidance Associates.

Job Attitude Series. (c) "Why Work at All?" 16 min.; "Trouble at Work" 4 segments, 24 min.; "Liking Your Job and Your Life" 4 segments, 31 min.; "A Job That Goes Someplace" 2 segments, 18 min. Guidance Associates.

"An Overview of Technical Education." (c) 2 parts, 14 and 18 min. Guidance Associates.

"Preparing for the World of Work. (c) 2 parts, 12½ and 16¼ min. Guidance Associates.

"Should You Go to College?" (c) 15 min. Guidance Associates.

"Somebody's Cheating!" (c) 2 parts, 14 and 12½ min. Guidance Associates.

"The Tuned-Out Generation." (c) 2 parts, 15 and 13 min. Guidance Associates.

"Values for Teenagers: The Choice Is Yours." (c) 2 parts, 18 and 13½ min. Guidance Associates.

"What You Should Know Before You Go to Work." (c) 2 parts. Guidance Associates.

"Who Should Go to a Community College?" (c) 17 min. Guidance Associates.

Widening Occupational Roles Series. (c) "What Are Job Families?"; "What Do You Like to Do?; "What Is a Job?"; "What Good Is School?; "Who Are You?" Science Research Associates.

"Wonderful World of Work" 13 parts, approximately 10 min. each. Educast.

"Your First Year in High School." (c) 2 parts, 12 and 12½ min. Guidance Associates.

"Your Job Interview." (c) 2 parts, 14 and 15 min. Guidance Associates.

"You're More Than a Score." (c) 2 parts, 9 and 13 min. Guidance Associates.